



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

- Christina Pritchett, President, (Trustee Area 3)*
- Jay Hansen, Vice President, (Trustee Area 1)*
- Jessie Ryan, Second Vice President, (Trustee Area 7)*
- Ellen Cochrane, (Trustee Area 2)*
- Gustavo Arroyo, (Trustee Area 4)*
- Diana Rodriguez, (Trustee Area 5)*
- Darrel Woo, (Trustee Area 6)*
- Elizabeth Barry, Student Member*

Thursday, May 5, 2016
4:30 p.m. Closed Session
6:30 p.m. Open Session

Serna Center
Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2015/16-22

Allotted Time

4:30 p.m. **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

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

3.0 CLOSED SESSION

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

3.1 Government Code 54956.9 - Conference with Legal Counsel – Anticipated Litigation:

a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9

b) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management

3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment

- 3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
a) *Superintendent*
- 3.5 *Government Code 54957 – Public Employee Appointment*
a) *Principal, Hiram Johnson High School*

6:30 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance will be led by Olivia Sison who is Junior at C. K. McClatchy High School.

- *Presentation of Certificate by Board Vice President Hansen*

6:35 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:40 p.m. **6.0 AGENDA ADOPTION**

7.0 SPECIAL PRESENTATION

6:45 p.m. 7.1 *Approve Resolution No. 2883: Recognition of California Day of the Teacher, May 11, 2016 (Christina Pritchett)* **Action**
10 minute presentation

6:55 p.m. 7.2 *Approve Resolution No. 2884: Recognition of Classified School Employees Week, May 15 to May 21, 2016 (Jay Hansen)* **Action**
10 minute presentation

7:05 p.m. 7.3 *Parent Teacher Home Visit Project/Academic Parent Teacher Teams (Lysette Lemay)* *10 minute presentation*

7:15 p.m. 7.4 *Approve Resolution No. 2881: Recognition of National Foster Care Month (Aliya Holmes)* **Action**
10 minute presentation

7:25 p.m. 7.5 *Recognition of C. K. McClatchy High School Teacher Allison Northcutt, Selected to Receive the Civic Learning Award of Merit (Peter Lambert)* *5 minute presentation*

7:30 p.m. **8.0 PUBLIC COMMENT** **15 minutes**

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

9.0 PUBLIC HEARING

- 7:45 p.m. 9.1 *Consideration of District Initial Proposal to United Professional Educator (UPE) Regarding the Administrator's Unit Collective Bargaining Agreement Negotiations (Cancy McArn)* 5 minute presentation

7:50 p.m. **10.0 CONSENT AGENDA** 2 minutes

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

10.1 Items Subject or Not Subject to Closed Session:

- 10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 10.1b Approve Personnel Transactions (Cancy McArn)*
- 10.1c Approve Sutter Middle School Field Trip to Boston, Massachusetts, from May 15 – 20, 2016 (Lisa Allen and Olga Simms)*
- 10.1d Approve Resolution No. 2885: Recognition of National School Nurse Day, May 11, 2016 (Victoria Flores)*
- 10.1e Approve Resolution No. 2886: Recognition of National Children's Mental Health Awareness Day, May 5, 2016 (Victoria Flores)*
- 10.1f Approve Board of Education Meeting Calendar for 2016-2017 School Year (José L. Banda)*
- 10.1g Approve Resolution No. 2887: Student Advisory Council (Student Advisory Council Executive Board)*
- 10.1h Approve Resolution No. 2882: Resolution Regarding Board Stipends (Christina Pritchett)*
- 10.1i Approve Minutes of the April 3, 2016, Board of Education Retreat and Special Board Meeting (José L. Banda)*
- 10.1j Approve Minutes of the April 7, 2016, Board of Education Meeting (José L. Banda)*
- 10.1k New Board Policy No. 5111.1: District Residency (Ken McPeters and Raoul Bozio)*
- 10.1l Revision to Board Policy No. 3513.3: Tobacco Free Schools (Raoul Bozio)*

11.0 COMMUNICATIONS

- | | | |
|-----------|---|--------------------------------------|
| 7:52 p.m. | 11.1 <i>Employee Organization Reports:</i> | Information
3 minutes each |
| | <ul style="list-style-type: none">▪ <i>CSA</i>▪ <i>SCTA</i>▪ <i>SEIU</i>▪ <i>Teamsters</i>▪ <i>UPE</i> | |
| 8:07 p.m. | 11.2 <i>District Parent Advisory Committees:</i> | Information
3 minutes each |
| | <ul style="list-style-type: none">▪ <i>Community Advisory Committee</i>▪ <i>District English Learner Advisory Committee</i>▪ <i>Gifted and Talented Education Advisory Committee</i>▪ <i>Indian Education Parent Committee</i>▪ <i>Sacramento Council of Parent Teacher Association (PTA)</i> | |
| 8:22 p.m. | 11.3 <i>Superintendent's Report (José L. Banda)</i> | Information
5 minutes |
| 8:27 p.m. | 11.4 <i>President's Report (Christina Pritchett)</i> | Information
5 minutes |
| 8:32 p.m. | 11.5 <i>Student Member Report (Elizabeth Barry)</i> | Information
5 minutes |
| 8:37 p.m. | 11.6 <i>Information Sharing By Board Members</i> | Information
10 minutes |

12.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- | | | |
|-----------|---|---|
| 8:47 p.m. | 12.1 <i>2016-2017 Local Control and Accountability Plan (Draft)
(Dr. Al Rogers)</i> | Conference
10 minute presentation
10 minute discussion |
| 9:07 p.m. | 12.2 <i>Approve Resolution No. 2879: Authorizing the Issuance and
Negotiated Sale of Sacramento City Unified School District
General Obligation Bonds (Measure Q) (Election of 2012), 2016
Series D in an Amount Not to Exceed \$14,000,000 and Related
Documents and Actions (Gerardo Castillo, CPA)</i> | Action
5 minute presentation
5 minute discussion |
| 9:17 p.m. | 12.3 <i>Update of 2016 Board Committee Structures (Christina Pritchett)</i> | Conference
5 minute presentation
5 minute discussion |

- 9:27 p.m. 12.4 Monthly Facilities Update (Cathy Allen) **Information**
 10 minute presentation
 10 minute discussion
- 9:47 p.m. **13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**
- 13.1 Business and Financial Information:
- Enrollment and Attendance Report for Month 7 Ending March 18, 2016
- 9:50 p.m. **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**
- ✓ May 19, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
 - ✓ June 2, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting
- 9:52 p.m. **15.0 ADJOURNMENT**
- NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu*



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.1

Meeting Date: May 5, 2016

Subject: Approve Resolution No. 2883: Recognition of California Day of the Teacher,
May 11, 2016

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

Division: Superintendent's Office

Recommendation: Approve Resolution No. 2883: Recognition of California Day of the Teacher, May 11, 2016.

Background/Rationale: May 11, 2016, educators around the State will mark the 34th anniversary of California's Day of the Teacher.

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready Students; Family and Community Engagement

Documents Attached:

1. Resolution No. 2883

Estimated Time of Presentation: 5

Submitted by: Christina Pritchett, Board President, Trustee Area 3

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2883

RECOGNITION OF CALIFORNIA DAY OF THE TEACHER, MAY 11, 2016

WHEREAS, May 11, 2016, has been designated throughout the State as California Day of the Teacher; and

WHEREAS, an educated public serves as the foundation of our democracy; and

WHEREAS, teachers as well as counselors, librarians, social workers, and other certificated personnel touch many people with a lasting effect; and

WHEREAS, excellence in our State and District begins with California's certificated staff; and

WHEREAS, certificated staff overcome obstacles and challenges daily to make a difference in the lives of students and families;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education commends our teachers and encourages parents and the community to recognize the efforts of the certificated staff as we celebrate May 11, 2016, as California Day of the Teacher.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.2

Meeting Date: May 5, 2016

Subject: **Approve Resolution No. 2884: Recognition of Classified School Employees Week, May 15 to May 21, 2016**

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

Division: Superintendent's Office

Recommendation: Approve Resolution No. 2884: Recognition of Classified School Employees Week, May 15 to May 21, 2016.

Background/Rationale: Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees. Classified school employees play crucial roles in education. From transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly, classified employees are integral to public education.

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Resolution No. 2884

Estimated Time of Presentation: 5

Submitted by: Jay Hansen, Board Vice President, Trustee Area 6

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2884

RECOGNITION OF CLASSIFIED SCHOOL EMPLOYEES WEEK, MAY 15 – 21, 2016

WHEREAS, the week of May 15 to May 21, 2016 is celebrated as Classified School Employees Week in the State of California; and

WHEREAS, California and Sacramento City Unified School District employees work to ensure the success of students across the State; and

WHEREAS, the invaluable contributions of classified employees support learning by ensuring students arrive safely at school, are served nutritious meals, are provided assistance in classrooms, and learn in clean and safe environments; and

WHEREAS, classified employees also contribute to the welcoming and efficient operation of schools and districts; and

WHEREAS, classified employees serve an integral role in serving California's students and families;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education recognizes its classified employees and encourages parents and the community to honor their efforts and many contributions as we celebrate the week of May 15 to May 21, 2016, as Classified School Employees Week.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.4

Meeting Date: May 5, 2016

Subject: Approve Resolution No. 2881: Recognition of National Foster Care Month

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

Division: Board of Education

Recommendation: Approve Resolution No. 2881: Resolution to Recognize National Foster Care Month.

Background/Rationale: Foster parents, relative caregivers, group home staff, mentors, advocates, social workers, and volunteers provide valuable support and compassionate encouragement to the youth in foster care across the nation, the state, and our district. During the month of May Sacramento City Unified School District would like to honor the contributions of the families, organizations, agencies and individuals who contribute to the stability, educational achievement, and emotional and physical well-being of youth in foster care. The district would also like to raise awareness of the challenges many students in foster care face by showing an engaging video that depicts the possible daily struggles students in foster care face.

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Resolution No. 2881

Estimated Time of Presentation: 20

Submitted by: Christina Pritchett, Board Vice President, Trustee Area 3

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2881

RECOGNITION OF NATIONAL FOSTER CARE MONTH

WHEREAS, National Foster Care Month originated in 1988 when the National Foster Parent Association influenced the United States Senate to introduce a resolution to proclaim May as National Foster Care Month; and

WHEREAS, since that time, Federal, State and local governments including the State of California have proclaimed May as National Foster Care Month; and

WHEREAS, foster parents, relative caregivers, group home staff, mentors, advocates, social workers, and volunteers provide valuable support and compassionate encouragement to the approximately 415,000¹ youth in foster care across the United States, more than 56,000² of whom reside in the State of California; and over 500³ reside within Sacramento City Unified School District annually; and

WHEREAS, during the month of May, we honor the contributions of the families, organizations, agencies and individuals who contribute to the stability, educational achievement and emotional and physical well-being of youth in foster care, and aim to raise awareness of the challenges and strengths of foster youth; and

WHEREAS, the State of California Department of Education provided grant funding for Sacramento City Unified School District's Foster Youth Services program from 1973 to 2015—when the grant ended—to provide tutoring, advocacy, school enrollment/re-entry support, transition and emancipation support, counseling and to increase interagency support for youth in foster care; and

WHEREAS, Sacramento City Unified School District Foster Youth Services, in collaboration with Sacramento City Unified teachers and other staff members, provides exemplary educational services and support for students in foster care each year;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education does hereby recognize the month of May as National Foster Care Month.

BE IT FURTHER RESOLVED that Sacramento City Unified School District honors the public and community agencies, groups and individuals who provide care and support for youth in foster care.

BE IT FURTHER RESOLVED that Sacramento City Unified district staff members recognize the unique challenges faced by youth in foster care and are committed to increasing the level of awareness on issues facing those youth and their outcomes by incorporating an increased focus on

¹ U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, <http://www.acf.hhs.gov/programs/cb> Data current as of July 2015

² US. Department of Health and Human Services. Same as above.

³ Barrat, V. X., & Berliner, B. (2013). The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools. San Francisco: WestEd.

goals and supports specifically for students in foster care in the 2016-17 Local Control Accountability Plan, as outlined by leading foster youth agencies across the state.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: May 5, 2016

Subject: Consideration of District Initial Proposal to United Professional Educator (UPE) Regarding the Administrator's Unit Collective Bargaining Agreement Negotiations

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

Division: Human Resources

Recommendation: Provide notice to the public regarding the District's Initial collective bargaining proposals to United Professional Educator (UPE).

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of Consideration and Public Notice of the District's initial proposal to United Professional Educator (UPE)

Financial Considerations: TBD

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Public Hearing Notice
2. Sunshine Proposal to United Professional Educator (UPE) – May 5, 2016 will be provided at the Board meeting
3. Executive Summary will be provided at the Board meeting

Estimated Time of Presentation: 5 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District

Provide notice to the public regarding the District's Initial collective bargaining proposals to United Professional Educator (UPE).

NOTICE OF PUBLIC HEARING

The Sacramento City Unified School District hereby gives notice that a Public Hearing will be held as follows:

Topic of Hearing:

Provide notice to the public regarding the District's Initial collective bargaining proposals to United Professional Educator (UPE).

Copies of this program may be inspected at:

**Serna Center
5735 47th Avenue
Sacramento, CA 95824**

HEARING DATE: Thursday, May 5, 2016

TIME: 6:30 p.m.

LOCATION: Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Human Resource Service Department
(916) 643-9050



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1a

Meeting Date: May 5, 2016

Subject: Approval of Grants, Entitlements, and Other Income Agreements
Ratification of Other Agreements
Approval of Bid Awards
Approval of Declared Surplus Materials and Equipment
Change Notices
Notices of Completion

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Recommended Bid Awards – Facilities Projects

Estimated Time of Presentation: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Kimberly Teague, Contract Specialist

Approved by: José L. Banda, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ADULT EDUCATION</u>		
A16-00003.1 Sacramento Employment and Training Agency	7/1/15 – 6/30/16: Increase in grant funding for Workforce Investment Act. Title I, Youth Program at Charles A. Jones Business and Education Center to serve 40 Out-of-School youth participants. Out-of-School participants are individuals between the ages of 18 and 24 who are not currently enrolled in public or private education, and who may or may not have completed a high school diploma, GED certificate, or equivalent. Students participate in an intensive program with low student-to-staff ratios for personalized assistance, and are provided guidance and support to meet their educational goals.	\$14,617 No Match Original Amount = \$150,800 New Amount = \$165,617

CHILD DEVELOPMENT

A16-00082 Sacramento Employment & Training Agency (SETA)	8/1/16 – 7/30/17: Resolution Authorizing Execution of Delegate Agency Agreement from the Sacramento Employment and Training Agency for the operation of a Head Start program for the 2016/17 school year. Grant application for the 2016/17 school year was approved by the Board on March 17, 2016. This Resolution authorizes the signing of the Agreement between SCUSD and SETA once grant is approved.	N/A
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EXPENDITURE AND OTHER AGREEMENTS

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>FACILITIES SUPPORT SERVICES</u>		
SA16-00756 Premier Management Group, Inc.	3/1/16 – Completion of Services. Construction Management Services as needed for the AC Paving Replacement Project (Playground Drainage) at Fruit Ridge Elementary School (Emergency Repair Program Project).	\$268,459 Emergency Repair Program Funds

PURCHASING SERVICES

Region 4 Education Service Center	5/1/15 –4/30/18: Contract #142212 – Cooperative Purchasing Agreement between Office Depot, Inc. and The Cooperative Purchasing Network (TCPN) sponsored by Region 4 Education Service Center (Request for Proposal #14-22). Cooperative purchasing agreements, as authorized by Public Contract Code §20118, allow other government agencies, such as school districts, to piggyback on awards while still satisfying the legally required competition for contracts. Contracts are awarded by TCPN based on quality, proven performance, and pricing. As a member of TCPN, the district	Pursuant to Public Contract Code § 20118
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is able to piggyback on this agreement and purchase directly from Office Depot, Inc. under the same terms, conditions and pricing as those awarded to Region 4 Education Services Center. The district will purchase furniture, installation and related products directly from Office Depot, Inc.

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0550-411-0207, Cement Plaster Repairs at Sacramento Charter High School

Bids received: April 13, 2016
Recommendation: Award to Z Squared Construction
Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
Z Squared Construction	Folsom	\$96,360
Pro-Ex Construction	Rancho Cordova	\$108,845

Bid No: 0390-404, Upgrade of Fire Alarm System at Woodbine ES

Bids received: April 14, 2016
Recommendation: Award to Studebaker Brown Electric
Funding Source: Measure Q Funds

BIDDER	BIDDER LOCATION	AMOUNT
Studebaker Brown Electric	North Highlands	\$199,100
Vanden Bos Electric	Roseville	\$240,240

Bid No: 0265-410-0191, AC Paving Replacement at Oak Ridge ES

Bids received: April 15, 2016
Recommendation: Award to California Pavement Maintenance
Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
California Pavement Maintenance	Sacramento	\$142,395
Biondi Paving	Sacramento	\$162,030
BRCO Constructors	Loomis	\$143,000
Martin Brothers Construction	Sacramento	\$175,505
Sierra Asphalt	Rancho Cordova	\$171,050
Sierra National Asphalt	Carmichael	\$154,000

Bid No: 0390-411-0216, AC Paving Replacement at Woodbine ES

Bids received: April 15, 2016
Recommendation: Award to BRCO Constructors
Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
BRCO Constructors	Loomis	\$129,800 (Tie broken by coin flip per PCC 20117)
Sierra National Asphalt	Carmichael	\$129,800
Biondi Paving	Sacramento	\$165,000
Martin Brothers Construction	Sacramento	\$172,700

Bid No: 0183-413-0231, Window System Replacement at New Joseph Bonnheim Charter School

Bids received: April 19, 2016
Recommendation: Award to HomeTech Remodeling
Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
HomeTech Remodeling	Folsom	\$214,610
TPA Construction	Rocklin	\$348,700

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0110-412-0214, AC Paving/Concrete Replacement at E. Phillips ES

Bids received: April 19, 2016

Recommendation: Award to A.M. Stephens Construction

Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
AM Stephens Construction	Lodi	\$382,800
Abide Builders	West Sacramento	\$755,700
Biondi Paving	Sacramento	\$564,300
BRCO Constructors	Loomis	\$478,500
Lamon Construction	Yuba City	\$495,000
Martin Brothers Construction	Sacramento	\$596,750
Western Engineering Contractors	Loomis	\$487,300

Bid No: 0148-410-1252, Parking Lot Paving at Leataata Floyd ES

Bids received: April 20, 2016

Recommendation: Award to Western Engineering Contractors

Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
Western Engineering Contractors	Loomis	\$223,300
Biondi Paving	Sacramento	\$338,800
BRCO Constructors	Loomis	\$242,000
California Pavement Maintenance	Sacramento	\$282,849
Lamon Construction	Yuba City	\$325,600
Martin Brothers Construction	Sacramento	\$244,361
Sierra Asphalt	Rancho Cordova	\$251,900
Sierra National Asphalt	Carmichael	\$309,100

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0101-411-0236, AC Paving Repairs at Susan B. Anthony ES
Bids received: April 20, 2016
Recommendation: Award to Western Engineering Contractors
Funding Source: Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
Western Engineering Contractors	Loomis	\$320,684
Biondi Paving	Sacramento	\$446,600
Lamon Construction	Yuba City	\$440,000
Martin Brothers Construction	Sacramento	\$361,438

Bid No: 0715-0670, Shade Structure at Elder Creek Children’s Center
Bids received: April 21, 2016
Recommendation: Seward L. Schreder Construction
Funding Source: Child Development Repair & Renovation Funds

BIDDER	BIDDER LOCATION	AMOUNT
Seward L. Schreder Construction	Redding	\$89,402.50

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Project: Lease-Leaseback Agreement for Installation of 19 Class Size Reduction Modular Classrooms at Eight School Sites (Site Work)
Recommendation: Award to Seward L. Schreder Construction
Amount/Funding: \$2,287,418 – Measure Q Funds

The lease-leaseback project delivery method is authorized by California Education Code §17406, and authorizes the governing board, without advertising for bids, to enter into a lease with a builder for the purpose of construction, including remodeling and permanent improvements, upon property.

This delivery method to construction has been recognized by the State Legislature as a proven method to deliver school facilities on time, on budget, and with a reduced level of public agency risk associated with design issues, delays and cost overruns. The Lease-Leaseback Agreement establishes a Guaranteed Maximum Price which is the total sum to be paid to the builder for the project.

1 RESOLUTION AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT
2 FROM THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY
3 (GOVERNMENTAL ENTITY)

4 WHEREAS, Sacramento City Unified School District
5 (Name of Entity)
6 a California local governmental entity (hereinafter referred to as "DELEGATE"), desires to enter into
7 an AGREEMENT with the SACRAMENTO EMPLOYMENT AND TRAINING AGENCY, a Joint
8 Powers Agency and Head Start Grantee (hereinafter referred to as "SETA"), for the operation of
9 a Head Start Program under the Head Start Act, 42 U.S.C. Section 9801, et seq., as amended;

10 THEREFORE, BE IT RESOLVED THAT the Governing Body of DELEGATE hereby
11 authorizes the execution of AGREEMENT # 17C5551S0 by and between DELEGATE
12 and SETA; and

13 BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the
14 position(s) of:

- 15 Title
- 16 1. Chief Business Officer
 - 17 2. Superintendent
 - 18 3. _____

19 is/are hereby authorized on behalf of and in the name of DELEGATE and as its official act and deed
20 to sign and otherwise enter into AGREEMENT # 17C5551S0 with SETA; and

21 BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the
22 position(s) of:

- 23 Title
- 24 1. Chief Business Officer
 - 25 2. Superintendent
 - 26 3. _____

27 shall be authorized to act on behalf of DELEGATE with respect to this AGREEMENT # _____
28 17C5551S0 by and between DELEGATE and SETA and that SETA may rely upon any
communication or act, including telephone communication, made by the individuals authorized to

1 act on behalf of DELEGATE pursuant to this resolution; and

2 BE IT FURTHER RESOLVED THAT the following individuals comprise the entire Governing
3 Body of DELEGATE:

4	<u>Name</u>	<u>Address</u>	<u>City, Zip Code</u>
5	1. <u>Darrel Woo, President</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
6	2. <u>Christina Pritchett, VP</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
7	3. <u>Jay Hansen</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
8	4. <u>Ellen Cochrane</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
9	5. <u>Gustavo Arroyo</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
10	6. <u>Diana Rodriguez</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
11	7. <u>Jessie Ryan</u>	<u>5735 47th Avenue</u>	<u>Sacramento 95824</u>
12	8. _____	_____	_____
13	9. _____	_____	_____

14 AND BE IT FURTHER RESOLVED THAT the authority conferred pursuant to this resolution
15 and the representations contained herein shall remain in full force and effect until written notice of
16 the revocation thereof shall have been received by SETA.

17 I, Gerardo Castillo, Chief Business Officer,
18 of Sacramento City Unified School District, a California
(Name) (Title)
(Name of Entity)

19 local governmental entity, do hereby certify and declare that the foregoing is a full, true and
20 complete copy of a resolution duly passed and adopted by the Governing Body of the Sacramento
21 City Unified School District at a meeting of said Body duly and regularly called,
(Name of Entity)
22 noticed and held, at Sacramento City Unified School District, on the 17th day of
23 March, 2016, at which meeting a quorum of the Governing Body was present
24 and a majority of which quorum voted in favor of said resolution, and that said resolution is now in
25 full force and effect.

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IN TESTIMONY WHEREOF, I have hereunto set my hand this 10th 5th day of

April May, 2016.

Sacramento City Unified School District
(Name of Entity)

BY: _____
(Signature)

Gerardo Castillo
(Typed Name)

Chief Business Officer
(Title)



Sacramento City Unified School District

CONSTRUCTION MANAGEMENT CONTRACT

This Contract is made on this 21st day of April, 2016 between the Sacramento City Unified School District, a California public entity existing under the laws of the State of California, referred to as “District”, and Premier Management Group, Inc., referred to as “Consultant” or “Construction Manager.”

RECITALS

WHEREAS, District is in the process of replacing paving and improving playground drainage at its premises located at Fruit Ridge Elementary School, 4625 44th Street, Sacramento, California; and

WHEREAS, District is in need of Construction Project Management Services in relation to contract bidding, design coordination, construction coordination, expenditures, project completion, interagency coordination, internal communications and other matters as set forth herein; and

WHEREAS, Consultant possesses the necessary skills, experience, knowledge, including knowledge of State and School District requirements such as the Leroy F. Greene Act of 1998-SB-50 and the Education Facilities Bond, Proposition 47, and that required by Government Code section 4529.5, and technical and financial resources to undertake the performance and obligations of the Construction Project Management Services required herein; and

WHEREAS, Consultant is licensed and/or registered as defined in the State of California Government Code section 4525(e); and

WHEREAS, District may contract with any persons for the furnishing to the District of special services and advice as described above pursuant to California Education Code 35160 and 35160.1; and Government Code 53060, and may contract for Construction Project Management Services pursuant to Government Code 4526.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual acts and promises as contained herein, it is agreed by and between the District and Consultant as follows:

1. **PROJECT:**

Consultant services, as provided herein, are for and limited to all phases of construction and work necessary for the Paving Replacement & Playground Drainage Improvement “Project,” to be located at Fruit Ridge Elementary School, 4625 44th Street, Sacramento, California. “Project” as used in this Agreement shall include any and all tasks and related activities reasonable and necessary for the construction and completion of the Project including acceptance by District.

This Agreement shall be governed by the laws of the State of California, including as applicable, regulations of the State Allocation Board, State of California Leroy F. Greene Lease-Purchase State Building Funds of 1998-SB50 and the Education Facilities Bond, Proposition 47, and of

any other governmental agency with authority pertaining to reimbursement of such funds to the District, all of which shall be deemed incorporated herein by this reference and the Consultant shall be obligated to comply with the same.

No action or failure to act by the District or any District representative shall constitute a waiver of a right or duty afforded them under this Agreement, nor shall any such action or failure to act constitute approval of, or acquiescence in, a breach thereunder, except as may be specifically agreed in writing.

2. NATURE OF THE WORK:

Consultant has fully familiarized itself with all aspects of the Project and understands and agrees that Consultant shall further the interests of District by furnishing skill and judgment as a provider of Construction Project Management Services, in cooperation with District representatives and, where appropriate, in reliance upon the services of the Project Architect. Consultant agrees to furnish business administration and management services and to perform in an expeditious and economical manner consistent with the interests of District. Consultant shall be responsible, to the extent described in this Agreement, for ensuring that the Project is completed in a competent and professional manner within the District's budget and in accordance with the District's schedule for timely completion of the Project.

Consultant shall perform special services and provide advice on behalf of the District as follows:

- a. Technical advice regarding construction;
- b. Construction coordination, including progress schedules, change orders and problem solving;
- c. Interagency coordination including, but not necessarily limited to, coordination between Consultant and:
 - 1) Architect; and
 - 2) The State of California – Division of the State Architect, “DSA”, where appropriate;
- d. Internal communications, including Board reports, internal staff updates and community updates. The Consultant shall develop a communication system to ensure clear communication between the District, the Consultant, the Architect, contractor and other parties involved with the Project. In developing this communication system, the Consultant shall meet with the District, the Architect and others to determine the type of information to be reported, the reporting format and the desired frequency for distribution of the various reports;
- e. Review of building specifications and scope of work, including any and all Project related contractual obligations owed to District by any third party;
- f. Review of all phases and elements of construction for all purposes including the assurance that various construction agreements and elements are properly coordinated, scheduled and assigned in such a way to maximize project efficiency;
- g. General construction management and overseeing of all project construction; and
- h. Provision of superintendency functions on the job site. Consultant shall, promptly, in writing and consistent with its duty of care, recommend to District and relevant employees of the District findings regarding said Project construction and make suggestions thereon.

In addition, Consultant shall perform the following activities:

SCHEMATIC DESIGN PHASE

- a. Construction Manager shall notify District in writing of potential complications, cost overruns, unusual conditions, and general needs that could significantly affect the Project budget and time line. Consultant shall prepare a construction management plan for the Project. The construction management plan shall: (1) provide a preliminary evaluation of the District's schedule, cost and design requirements for the Project; (2) develop an anticipated construction schedule; (3) develop a preliminary cost estimate for each type of work contemplated by the Project; (4) clarify and delineate the Architect's duties, the contractor's responsibilities, the District's responsibilities, the Consultant's responsibilities; and (5) set forth a plan for the administration and coordination of all work on the Project. The plan shall provide for Architect and District review and written acceptance.
- b. Construction Manager shall establish a preliminary construction budget or allowance in the format required by District, or if applicable, by the school construction funding agency identified by District, for written approval by the District. The purpose of the cost estimate is to show probable cost in relation to District's budget. If Construction Manager perceives site considerations, which render the Project expensive or cost prohibitive, Construction Manager shall disclose such conditions in writing to District immediately. Construction Manager shall provide a preliminary written time schedule for the performance of work on the Project. This master schedule shall specify the proposed starting and finishing dates and the dates by which certain construction activities must be complete. The Consultant shall submit the master schedule to the District for written acceptance and update the master schedule, as appropriate or at least on a monthly basis for District's acceptance.
- c. Consultant shall conduct periodic Project meetings attended by the District, Architect and others. Such meetings shall serve as a forum for the exchange of information concerning the Project and the review of design progress. The Consultant shall prepare and distribute minutes of these meetings to the District, Architect, and others in attendance.
- d. Consultant shall assist the District in preparing documents concerning the construction budget for use in obtaining or reporting on Project funding.

DESIGN DEVELOPMENT PHASE

- a. Construction Manager shall provide District an updated estimate of construction costs, containing detail consistent with the design development documents and containing a breakdown based on types of materials and specifications identified in the construction budget. Consultant shall prepare a Project and construction budget based on the separate divisions of the work required for the Project, following the Consultant's review of the Project plans and specifications prepared by the Architect. The Consultant shall review the budget with the District and the Architect and the Consultant shall submit the Project and construction budget to the District for acceptance. The Project and construction budget shall be revised by the Consultant as directed by the District and as necessary to ensure accuracy as changes are made throughout the Project. The proposed Project and construction budget may not be exceeded without prior written approval by District. Consultant shall make recommendations to the District concerning revisions to the Project and construction budget that may result from design changes. Consultant shall prepare and distribute Project cost reports that shall indicate actual or estimated costs compared to the Project and construction budget.
- b. Provide construction feasibility review.

- c. Provide conceptual estimating assistance to Project Manager.
- d. Provide constructability analysis consistent with its experience and qualifications.
- e. Provide scheduling information, including providing and distributing periodic reports that compare actual progress with scheduled progress for this phase of the Project.
- f. Provide cost evaluations of alternative materials and systems.

BIDDING PHASE

- a. Conduct a pre-bid walk with potential bidders, if required by the bidding documents.
- b. Conduct post-bid interview with successful bidder prior to start of work.

CONSTRUCTION PHASE:

The Construction Phase of the Project will commence with the award of the construction contract and will end sixty (60) days after acceptance of the Project by the District, as indicated by recording the Notice of Completion with the Sacramento County Recorder; provided that the Project Manager shall continue to be subject to certain construction phase services of the Consultant, as set forth in this Agreement, which extend beyond the expiration of the set sixty (60) day period.

- a. Provide general project management, including administrative, management, and related services as required to coordinate work of the contractor with any other contractor and with the activities and responsibilities of the Consultant, the District, and the Architect to complete the Project in accordance with the Project's plans and specifications, as well as the District's cost, time, and quality objectives. The Consultant shall be the party to whom all information shall be submitted.
- b. Require and review Master CPM construction schedule. Compare Contractor schedule with the schedule of any other contractor to determine if they result in a coordinated construction schedule. Require updates of schedule monthly. Prepare and distribute periodic reports that compare actual progress with scheduled progress. This evaluation shall serve as data for revision of the construction schedule report that shall be prepared and distributed to the Contractor, the District and the Architect by the Consultant. The construction schedule report shall be periodically updated to show current conditions as the work progresses. The report shall indicate actual progress compared to scheduled progress, and shall serve as the basis for progress payments to the Contractor.
- c. Material procurement consultation and advice, including recommending a schedule for the District's purchase of materials and equipment requiring long lead time procurement. Arrange for delivery and storage, protection and security for District purchased materials, systems and equipment which are part of the Project until such items are incorporated into the Project.
- d. Shop drawings and submittals review in cooperation with the Architect.
- e. Progress payment review, including preparing and distributing the progress payment reports. The reports shall state the total contract price, payment to date, current payment requested, retainage, and amounts owed. A portion of this report shall be a recommendation of payment that shall be signed by the Consultant and delivered to the District for use by the District in making payments to the Contractor.
- f. Recommend necessary or desirable changes to the Architect and the District and provide advice regarding such changes, including potential schedule impacts. Implement change order procedures, review requests for changes, assist in negotiating Contractor's proposals, submit recommendations to the Architect and the District, and if they are accepted, prepare

and sign change orders for the Architect's and Contractor's signatures and District authorization, and maintain logs, files, and other necessary documentation relating thereto. Regarding Contractor change order requests, the Consultant shall review the contents of all Contractor-requested changes to the contract time or price, endeavor to determine the cause of the request, and assemble and evaluate information concerning the request. The Consultant shall provide to the Architect a copy of each change order request, and the Consultant shall, in its evaluations of the Contractor's requests, consider the Architect's comments regarding the proposed changes. The consultant shall periodically prepare and distribute change order reports. The report shall list all District-approved change orders by number, a brief description of the change order work, the cost, and percent of completion of the change order work. The report shall also include similar information for potential change orders of which the Consultant may be aware.

- g. Quality control. Consultant shall establish and implement a program to monitor the quality of the construction. The purpose of the program shall be to assist in guarding the District against work by the Contractor that does not conform to the requirements of the Construction Documents. The Consultant is not authorized to change, revoke, alter, enlarge, relax or release any requirements of the Construction Documents or to approve or accept any portion of the work not conforming to the requirements of the Construction Documents. Communication between the Consultant and Contractor with regard to quality review shall not in any way be construed as binding the Consultant, the Architect, or the District or releasing the Contractor from performing the work in accordance with the Construction Documents. No action taken by the Consultant shall relieve the Contractor of its obligation to perform the work in strict conformity with the requirements of the Construction Documents, and in strict conformity with all other applicable laws, rules and regulations. Consultant shall not be responsible for the failure of the Contractor to carry out work in accordance with the Construction Documents so long as Consultant has used all available means and undertaken good-faith efforts to secure the performance of the Contractor in accordance with the Construction Documents.
- h. Testing and inspection review. Consultant shall assist the District in selecting and retaining the professional services of special consultants and testing laboratories and coordinate their services. The Consultant shall receive a copy of all inspection and testing reports and shall provide a copy of such reports to the Architect.
- i. Agency approval's consultation and advice.
- j. Project close-out consultation and advice. Consultant shall determine, after consulting with District and Architect, when the Project and the Contractor's remaining work consists of punchlist items. In consultation with the Architect, the Consultant shall prepare a list of incomplete work or work which does not conform to the requirements of the Construction Documents. The Consultant shall consult with the Architect and the District and shall determine when the Project and the Contractor's work are completed. The Consultant shall issue a Certificate of Final Completion, and shall provide to the District a written recommendation regarding payment to the Contractor.
- k. Provide occupancy consultation and advice, and in reviewing the Master Project Schedule consider the District's occupancy requirements.
- l. Conduct a pre-construction meeting with all parties, including Contractor.
- m. Participate in periodic meetings with District, Architect and Project Manager to discuss such matters as procedures, progress problems and scheduling.
- n. Conduct weekly coordination meetings with Contractor and distribute meeting minutes. Develop 3-week short internal schedules (SIS) for use in each weekly meeting.

- o. Continuous daily on-site representation to observe Contractor's work for general conformance with the plans and specifications and to confirm work is progressing in accordance with the Construction Documents and Master CPM construction schedule.
- p. Consultant shall demand that Contractor provide recovery schedules where appropriate and recommend appropriate steps to take if Contractor either does not provide such schedules or the schedules are not realistic. Recovery schedules shall reflect the correct action and extraordinary efforts Contractor shall undertake to recapture lost time and shall be distributed to Architect and Project Manager.
- q. Keep records of construction progress and time schedules. Advise Contractor and District of any deviations from the time schedule that could delay timely completion and occupancy of Project. Maintain daily log documenting daily progress by trade and building as well as problems and delays. The daily log will include, but not be limited to, the weather, Contractor's staffing, work accomplished, problems encountered, rejection of material or work and other similar relevant data as the District may require.
- r. Review and respond, in cooperation with the Architect, in a timely manner, to all schedules, submittals, shop drawings, samples, information requests, and other submissions of the Contractor for compliance with design and specifications, and ensure timely and uninterrupted progress of the work.
- s. Make offsite observations of fabricated materials and equipment within a one-hour radius. Observations outside of a sixty-mile radius will be billed on a time and materials basis.
- t. Advise regarding the amounts recommended to satisfy and assess liquidated damages, stop notices or other requirements of the construction contract documents.
- u. Analyze and advise District in cooperation with the Architect as to acceptability of test reports, methods, materials, equipment and systems.
- v. Review and advise District in cooperation with the Architect as to the acceptability of substitutions proposed by the Contractor.
- w. Review materials submitted by Contractor and assemble for and provide to District written warranties, guarantees, owners' manuals, instruction books, diagrams, record drawings ("as-builts"), and any other materials required from the Contractor and subcontractors in accordance with the Construction Documents.
- x. Use best efforts to achieve satisfactory performance from the Contractor. Consultant shall determine, through routine on-site inspections, that the work of the Contractor is being performed in accordance with the requirements of the Construction Documents in order to guard the District against defects and deficiencies in the work.
- y. When appropriate, advise the District and make recommendations to the District for exercising the District's prerogatives, such as giving the Contractor notice to recover progress on the schedule when the schedule goals are in jeopardy due to Contractor failings, withholding payment for cause and other prerogatives when required in an effort to achieve contract compliance.
- z. Determine in general that the work of Contractor is being performed in accordance with the requirements of the Contractor's contract. Use best efforts to protect the District against defects and deficiencies in the work. With Architect and the District, reject work that does not conform to the requirements of the Contractor's contract. Consultant shall consult with the Architect and the District if Contractor requests an interpretation of the meaning or intent of the drawings and specifications, and assist in the resolution of questions which may arise; however, the Architect shall have primary responsibility for the interpretation of Project plans and specifications.
- aa. Maintain on a current basis: a record copy of all contracts, drawings, specifications, addenda, change orders and other modifications, in good order and marked to record documents and revisions which arise out of Contractor's contract or work; shop drawings; product data;

samples; submittals; purchases; materials; equipment; applicable handbooks; maintenance and operating manuals and instructions; other related documents and revisions which arise out of the contract or work. Make all records available to the District. At the completion of the Project, deliver all such records and “as built” plans to the District.

- ab. Construction progress photos/videos.
- ac. Consultant shall assist the District in obtaining approvals and permits from all authorities having jurisdiction over the Project. The Consultant shall also verify that all required permits, bonds, and insurance have been obtained from the Contractor.
- ad. Consultant shall prepare and distribute Project cost reports that shall indicate actual or estimated costs compared to the construction budget.
- ae. Consultant shall be responsible for reviewing Contractor’s safety program.

POST CONSTRUCTION PHASE: Immediately upon the District’s and Architect’s approval of completion of the Project, and in addition to any additional submittals required by the Agreement, collect and submit the following close-out documentation to the District:

- a. Operations and maintenance data for equipment as required by the Contract Documents for the project.
- b. Warranties for equipment put into service.
- c. Tools, spare parts and maintenance materials.
- d. A list of Construction Contractor, Vendors, and Materialmen of every tier providing services, equipment, and/or materials in connection with the Project in a formal, adequately bound, catalogued form, including the names, addresses, telephone numbers and fax numbers of such persons, and shall further include notices as to where pertinent persons can and may be reached for emergency service, including nights, weekends, and holidays.
- e. Final payment consultation and advice.
- f. Change order documentation review, consultation and advice.
- g. Warranty item consultation and advice.
- h. Guarantees consultation and advice.
- j. Filing of as-built documents.
- k. Oversee and coordinate training, demonstrations and commissioning. Consultant shall review the Contractor’s checkout of utilities, operational systems, and equipment or readiness and assist in their initial start-up and testing.
- l. Consultant shall also forward all of its documents and plans to the District upon completion of the Project and ensure all such plans and documents are well organized for any appropriate audit or review of the Project. All documents, daily logs, and any other written work product generated by Consultant shall be deemed the sole and exclusive property of District.

Provide advice to District on apparent deficiencies in construction during all warranty periods following acceptance of Project.

3. DESIGNATED REPRESENTATIVE:

District shall have the right to approve the designated representative of Consultant. Wayne Sjolund shall be the designated representative of Consultant who shall personally provide all services as set forth in this Agreement unless otherwise agreed to by prior written agreement. Should Wayne Sjolund be unable at any time to perform the duties described herein, District shall have the right to approve a new designated representative of Consultant or to terminate this Agreement. District reserves the right to require that any designated representative or

representatives of Consultant who proves not to be satisfactory to the District shall be removed upon written notice from the District.

4. PROJECT MANAGER:

District has designated Chris Zunino as the Interim Construction Manager authorized to act on District's behalf with respect to the Project. Construction Manager shall examine documents and other writings submitted by Consultant and shall render decisions pertaining thereto promptly to avoid unreasonable delays in the progress of Consultant's services.

5. DISTRICT RESPONSIBILITY:

Notwithstanding anything contained herein and to the contrary, it is understood and agreed that District is responsible for:

- a. The District shall provide information regarding the requirements of the Project, including its objectives, constraints and criteria, including space requirements and relationships, flexibility and expendability requirements, special equipment and systems and site requirements.
- b. The District shall provide a budget for the Project, based on consultation with the Architect, which shall include contingencies for bidding, changes during construction and other costs that are the responsibility of the District.
- c. The District shall retain Architect whose services, duties and responsibilities are described in the "Contract for Architectural/Engineering Services, between the District and Architect.
- d. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Contractor's Contract, the District shall give prompt written notice thereof to Consultant.
- e. The District shall make timely payments for all invoices that have been approved by the District, Architect and Consultant.
- f. The District shall furnish structural, mechanical, electrical, and other laboratory tests, inspections and reports as required by law or the Contractor's contract.

6. PLACE OF WORK:

It is understood that Consultant services shall be rendered largely at the construction site located at 4625 44th Street, District offices located at 425 1st Ave and 5735 47th Ave, Sacramento, but the Consultant will, on request, provide services at such other places as designated by the District.

7. TIME DEVOTED TO WORK:

Consultant shall perform services described in Article 2 above, as expeditiously as is consistent with reasonable skill and care and the orderly progress of the Project, and to avoid any additional costs to District.

In the performance of Consultant's services, the services and the hours the Consultant is to work, on any given day, will be within Consultant's control and District will rely upon Consultant to put in such number of hours as is reasonably necessary to fulfill the spirit and purpose of this Agreement. Generally, the Parties anticipate Consultant will provide services between 7:30 a.m. and 4:30 p.m., unless otherwise coordinated with the Project Manager, 5 days per week until the project is completed. It is understood and agreed that the estimated total number of hours required by Consultant to complete the required services, shall be approximately 160 hours per month, excluding travel time. If additional hours are required in

order to complete the Project, such hours may be authorized but only upon prior written agreement of the Parties.

8. PAYMENT:

District shall pay Consultant a total not to exceed \$268,458.63, payable in monthly installments based on the number of hours worked provided Consultant shall have submitted a prior monthly report of time spent on the Project to the District. It is understood and agreed that Consultant's hours may vary from month to month but on average will total approximately 160 hours per month, except upon prior written agreement by the Parties.

District shall pay Consultant in accordance with its usual and customary accounts payable practices and payment cycles. In addition, Consultant shall be reimbursed for all pre-approved, in writing, travel and out-of-pocket expenses incurred on behalf of District while away from Consultant's principle place of business, as defined in Article 6 of this Agreement.

District will reimburse Consultant for all reasonable costs ("Reimbursable Costs)" not otherwise anticipated under this Agreement that are necessarily incurred by Consultant in the proper performance of its services under this Agreement. Any Reimbursable Costs shall be subject to the District's prior written approval. Payment of allowable Reimbursable Costs shall be made within thirty (30) days upon receipt and approval of Consultant's invoice(s).

9. TRANSPORTATION:

For transportation by automobile out of the Sacramento area, Consultant shall be reimbursed at the rate of \$.55 per mile.

10. TERM:

The initial term of this Agreement shall commence on March 1, 2016 and shall continue until the Project is completed. It is understood services as provided herein will generally begin one month prior to the start of construction and end, except as otherwise stated herein, 60 days after acceptance by the District of the Project as reflected in the recording of the Notice of Completion. This Agreement may be extended upon mutual agreement of the Parties.

11. TERMINATION:

District may unilaterally terminate this Agreement for any reason, in its absolute discretion, by giving Consultant seven (7) days written notice of termination. This Agreement may also be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform their duties under this Agreement. In the event of early termination, the Consultant shall be compensated for all services satisfactorily performed to the termination date and any services pre-authorized by District in writing to wind up Consultant's services; provided however, District shall not be liable to pay more than the total amount of the Agreement. Upon receipt of a notice of termination, Consultant shall promptly discontinue all services affected, unless the notice directs otherwise.

Upon termination of this Agreement as provided herein, Consultant shall promptly provide and deliver to District all files, notes, writings, documents, and other materials in Consultant's possession or under Consultant's control related to the services Consultant has performed on behalf of the District regarding the Project.

12. RELATIONSHIP BETWEEN THE PARTIES:

The Parties agree and intend that the relationship between them, created by this Agreement, is that of independent contractor. Consultant is not an employee of District, or of Architect, and is not entitled to the benefits provided by the District to its employees including, but not limited to, group insurance and pensions plans.

In providing the services contemplated by this Agreement, the Consultant shall, on behalf of the District, maintain a professional working relationship with the District, Contractor, and the Architect. The Consultant shall furnish all services in accordance with the standards of the industry for similar public works projects in the State of California and in accordance with all applicable Federal, State and local laws. Nothing contained in this Agreement shall be deemed to create any contractual relationship between the Consultant and the Architect or the Contractor or subcontractors or material suppliers for the Project, nor shall anything contained in this Agreement be deemed to give any third party any claim or right of action against the District, the Architect or the Consultant. Consultant will be liable and solely responsible for paying all required taxes and workers' compensation and other obligations, including, but not limited to, federal and state income taxes and social security taxes. Consultant agrees to indemnify, defend and hold the District harmless from any liability which Consultant may incur to the Federal or State governments as a consequence of this Agreement. All payments to the Consultant shall be reported to the Internal Revenue Service.

13. INDEMNIFICATION:

Consultant shall defend, indemnify and hold the District, its board members, officers, agents and employees harmless from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages and attorney's fees and costs, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of Consultant or its agents, employees or subcontractors under this Agreement. Consultant shall reimburse the District for any expenditure the District may make by reason of the matters that are the subject of this indemnification, and if requested by the District, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of Consultant. It is understood and agreed that such indemnification will survive the termination of this Agreement.

14. INSURANCE:

Prior to commencement of and during all times that Consultant is providing services pursuant to this Agreement, Consultant shall, at its sole expense, maintain in full force and effect:

1. Commercial general liability insurance coverage for bodily injury, property damage, and personal injury, with policy limits of not less than \$1,000,000 per occurrence and a general aggregate limit of not less than \$2,000,000. Consultant will also provide a written endorsement to such policy naming District and its officers, employees, and agents as an additional insured, and such endorsement shall also state, "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." If such insurance is not kept in force as required herein, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Consultant to the District, or District may deduct the premium from any monies owing to Consultant under this Agreement.

2. Automobile insurance covering claims for damages because of bodily injury or death of any person, or property damage arising out of the ownership, maintenance and/or use of any motor vehicle, with a combined single limit of not less than \$1,000,000 per accident.
3. Errors and omissions insurance covering the services furnished by Consultant pursuant to this Agreement, providing for coverage on per occurrence basis for a minimum of One Million Dollars (\$1,000,000.00). The insurance policy shall not contain a provision providing for any deductible greater than Fifty Thousand Dollars (\$50,000.00). If Construction Manager's errors and omissions insurance is in a claims made form, said insurance shall be carried and continued by Consultant for a period of three (3) years following the date the Notice of Completion is recorded for the Project.
4. Insurance covering claims under worker's compensation, disability benefits and other similar employee benefit acts that are applicable to the work being performed under this Agreement.

Consultant shall provide written evidence of the above insurance coverage in the form of a certificate of insurance to the District prior to commencement of any work under this Agreement. At the District's request, Consultant shall provide a certified copy of each insurance policy.

Insurance industry's standard Accord Certificate of Insurance or binder forms shall bear an endorsement precluding the cancellation or reduction of coverage of any policy covered by such Certificate or binder before the expiration of thirty (30) days after the District shall have received notification of such cancellation, suspension, reduction, or voided coverage.

16. FINGERPRINTING REQUIREMENTS:

Education Code Section 45125.1 states that if employees of any contractor providing school site administrative or similar services may have any contact with any pupils, those employees shall be fingerprinted by the Department of Justice (DOJ) before entering to determine that they have not been convicted of a serious or violent felony. If the District determines that more than limited contact with students will occur during the performance of these services by Contractor, Contractor will not perform services until all employees providing services have been fingerprinted by the DOJ and DOJ fingerprinting clearance certification has been provided to District.

District has determined that Contractor's (Consultant) services will result in limited contact with pupils. Contractor is required to comply with the conditions listed in Exhibit A, Contractor's certification of compliance with District fingerprinting and security requirements. If Contractor is unwilling to comply, Contractor's employees may not enter any school site until Contractor provides certification of fingerprinting clearance by the DOJ for employees providing services. These requirements apply to self-employed contractors.

17. WORK STANDARDS:

The conduct and control of the work to be performed by Consultant, under the Agreement, shall lie solely with the Consultant. Consultant shall perform services for the District in accordance with currently approved methods and ethical standards applicable to its professional capacity. Consultant shall be free to practice its profession, for others, during those periods when it is not performing work, under this Agreement, for the District.

18. FURNISHING OF MATERIALS AND EQUIPMENT:

All materials and equipment needed by Consultant to carry out the work to be performed by Consultant, under this Agreement, shall be furnished by Consultant, at its expense, except that District shall be responsible for those items as set forth in Article 5 above.

19. CALLBACKS:

It is understood and agreed that Consultant shall not be responsible for callbacks or other concerns related to implied or expressed workmanship or product liability more than 60 days after Project acceptance by District except as otherwise set forth herein. Notwithstanding anything contained herein to the contrary, Consultant shall be fully responsible for performance of the terms and conditions of this Agreement.

20. RIGHT OF EMPLOYER TO SUPERVISE AND INSPECT:

Consultant, as an independent contractor, shall have the authority to control and direct the performance of the work done under this Agreement. However, the work shall be subject to the District's general right of inspection and supervision including the right of inspection and supervision through District's Project manager and independent inspector to secure the satisfactory completion thereof in accordance with project plans and specifications.

21. LIMITATION ON DELEGATION OF PERSONAL SERVICES BY CONSULTANT:

The work and services provided herein shall be performed by those principals, officers and employees of Consultant mutually agreed to by District in writing.

22. CONFLICT OF INTEREST:

The Consultant shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest.

Consultant shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Consultant shall not hire any employee of the United States government to perform any service covered by this Agreement.

Consultant affirms to the best of his/her knowledge, there exists no actual or potential conflict of interest between Consultant's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to the District's attention in writing.

23. WRITTEN NOTICE:

All communications regarding this Agreement shall be sent to Consultant at 133 Riverside Ave, Roseville, CA 95678 unless notified to the contrary and to District at Contracts Office, 5735 47th Avenue, Sacramento, 95824 unless notified to the contrary.

Any written notice hereunder shall become effective as of the date of personal service or mailing by registered or certified or overnight mail and shall be deemed sufficiently given if delivered or sent to the addressee at the address stated in this Agreement or such other address as may hereafter be specified by notice in writing.

24. GOVERNING LAW:

This Agreement shall be governed by the laws of the State of California and venue shall be appropriate in the appropriate Superior Court in Sacramento County, California. Consultant shall perform all services hereunder in accordance with all applicable governmental laws, rules and regulations.

25. OTHER PROVISIONS OF LAW:

Each and every provision of law and clause required by law to be inserted shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

26. APPROVAL OR RATIFICATION BY BOARD OF EDUCATION:

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted, in compliance with the provisions of Education Code section 17604, SCUSD Board Regulation BP-3312 and SCUSD Board Resolution 2427.

27. SUCCESSORS AND ASSIGNS. The District and the Consultant, respectively, bind themselves, their successors, assigns, and legal representatives to the other party to this Agreement, and to the partners, successors, assigns, and legal representatives of such other party with respect to all terms of this Agreement. Consultant shall not assign or transfer any interest in this Agreement without the written consent of District.

28. SEVERABILITY. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

29. AMENDMENTS. This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by both parties.

30. EXECUTION BY FACSIMILE OR IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

31. INTERPRETATION. The language of all parts of this Agreement shall, in all cases, be construed as a whole, according to its fair meaning, and not strictly for or against either party.

32. ENTIRE AGREEMENT. This Agreement constitutes the entire Agreement between the parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by written instruction signed by both the District and Consultant.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

PREMIER MANAGEMENT GROUP

By: _____

Gerardo Castillo
Chief Business Officer

By: _____

Wayne Sjolund
President

Date

Date

EXHIBIT A

CONTRACTOR CERTIFICATION

Fingerprinting: Education Code section 45125.1 provides that any contractor providing school site administrative or similar services to a school district must certify that its employees providing that service who may come into contact with pupils have not been convicted of a serious or violent felony as defined by law. Those employees must be fingerprinted and the Department of Justice must report to the Contractor if they have been convicted of such felonies. No person convicted may be assigned to work under the contract. The school district may determine, under the totality of circumstances including (1) the length of time the employees will be on school grounds, (2) whether pupils will be in proximity of the site where the employees will be working and (3) whether the contractors will be working alone or with others, that the employees will have only limited contact with pupils and neither fingerprinting nor certification is required.

The District has determined that section 45125.1 is applicable to this contract. The District has also determined that the employees assigned to work at a school site under this contract will have only limited contact with pupils, provided the following conditions are met at all times:

1. Contractor employees shall not come into contact with pupils or work in the proximity of pupils at any time except under the direct supervision of school district employees.
2. Contractor employees shall use only restroom facilities reserved for District employees and shall not use student restrooms at any time.
3. Contractor will inform all of its employees who perform work at any school or District site of these conditions and require its employees, as a condition of employment, to adhere to them.
4. Contractor will immediately report to District any apparent violation of these conditions.
5. Contractor shall assume responsibility for enforcement of these conditions at all times during the term of this Agreement.

If, for any reason, Contractor cannot adhere to the conditions stated above, Contractor shall immediately so inform the District and assign only those employees who have been fingerprinted and cleared for employment by the Department of Justice. In that case, Contractor shall provide to the District the names of all employees assigned to perform work under this Agreement. Compliance with these conditions, or with the fingerprinting requirements, is a condition of this Agreement, and the District reserves the right to suspend or terminate the Agreement at any time for noncompliance.

Wayne Sjolund, President

Date



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1b

Meeting Date: May 5, 2016

Subject: Approve Personnel Transactions

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

Division: Human Resource Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Certificated Personnel Transactions Dated May 5, 2016
2. Classified Personnel Transactions Dated May 5, 2016

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 05/05/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
SHINTAKU	VANESSA	B	Teacher, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	4/11/2016	6/30/2016	EMPLOY PROB '0' EFF 4/11/16
JOHNSON	LISA	0	Teacher, Spec Ed	ALBERT EINSTEIN MIDDLE SCHOOL	4/11/2016	6/30/2016	EMPLOY PROB '0,' EFF 4/11/16
STATUS CHANGE							
GHOSH	RUPA	C	Teacher, Spec Ed	ROSA PARKS MIDDLE SCHOOL	2/1/2016	6/30/2016	SALARY CLASS CHANGE TO"E" EFF 2/1/16
NOUCHI	NADINE	A	Teacher, Elementary Spec Subj	SEQUOIA ELEMENTARY SCHOOL	3/28/2016	6/30/2016	STCHG FR .80/STCHG FR PERM, EFF 3/28/16-6/30/16
KELLER MULDAVIN	DEBRA	A	Teacher, Resource, Special Ed.	LEONARDO da VINCI ELEMENTARY	2/1/2016	6/30/2016	CLASS CHG TO "C" EFF 2-1-16
CARDINALE	JANISE	B	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	2/1/2016	6/30/2016	CLASS CHG TO "B" EFF 2-1-16
LEAVES							
MILLER	ALISON	A	Teacher, Elementary	PHOEBE A HEARST BASIC ELEM.	4/11/2016	6/30/2016	LOA (PD) ADMIN, EFF 4/11/16-6/30/16
JOHNSON	ELISABETH	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	4/21/2016	6/17/2016	LOA (PD) FMLA/CFRA, EFF 4/21/16-6/17/16
HUGHES FLANAGAN	KIMBERLY	A	Counselor, High School	JOHN F. KENNEDY HIGH SCHOOL	4/14/2016	6/1/2016	LOA (PD) HE, EFF 4/14/16-6/1/16
VANG	TOU	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	3/11/2016	4/10/2016	LOA (UNPD) HE/PDL EFF 3-11-16 TO 4-10-16
SCHON-GOODMAN	JULIE	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	1/1/2016	3/9/2016	LOA AMEND (PD) FMLA/CFRA EFF 1-1-16 TO 3-9-16
VANG	TOU	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	9/10/2015	3/10/2016	LOA AMEND (PD) HE AND HE/PDL 9/10/15 TO 3/10/16
SCHON-GOODMAN	JULIE	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	10/15/2015	12/31/2015	LOA AMEND (UNPD) FMLA/CFRA EFF 10-15-15 TO 12-31-15
WHIPPER	MYISHA	A	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	4/2/2016	4/17/2016	LOA EXT (PD) HE/PDL EFF 4/2-4/17/16
KIM HANKINS	KARLA	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	4/11/2016	6/29/2016	LOA HE PD 4/11/16-6/29/16
WHIPPER	MYISHA	A	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	4/18/2016	6/17/2016	LOA(PD) FMLA/CFRA-BB EFF 4/18-6/17/16
BAROS	KANG	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	4/11/2016	5/27/2016	LOA(PD)HE/PDL EFF 4/11-5/27/16
MOUA	YER	B	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	4/1/2016	5/24/2016	LOA(PD)HE/PDL EFF 4/1-5/24/16
LEE	DIANE	A	Teacher, Resource, Special Ed.	LEATAATA FLOYD ELEMENTARY	4/4/2016	6/6/2016	LOA(PD)HE/PDL EFF 4/4-6/6/16
VO	CATHY	A	Teacher, Child Development	CHILD DEVELOPMENT PROGRAMS	4/8/2016	6/17/2016	LOA(PD)HE/PDL EFF 4/8-6/17/16
WILLIAMSON	DIANA	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	4/20/2016	5/31/2016	AMEND TO LOAPD 4/20-5/31/16
SEP/RESIGN/RETIRE							
SHELLOOE	JO	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	3/22/2016	4/30/2016	SEP/39MO RR EFF 4/30/16
SHINTAKU	VANESSA	B	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	9/15/2015	4/10/2016	SEP/RESIGN EFF 4/10/16 TO CERT POSITION
BOND	BRITTNIE	0	Teacher, Resource, Special Ed.	SUTTERVILLE ELEMENTARY SCHOOL	1/25/2016	6/30/2016	SEP/RESIGN EFF 6/30/16
WOMACK	SUZANNE	A	Teacher, Elementary	HOLLYWOOD PARK ELEMENTARY	7/1/2015	6/17/2016	SEP/RETIRE, EFF 6/17/16
LEAIRD	JOHN	A	Teacher, Elementary Spec Subj	CROCKER/RIVERSIDE ELEMENTARY	7/1/2015	6/17/2016	AMEND SEP/RETIRE EFF 6/17/16
JOHNSON	PAMELA	A	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	7/1/2015	6/18/2016	AMENDED SEP/RETIRE EFF 6/18/16

Attachment 2: CLASSIFIED 05/05/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
SAELEE	NAI	B	Clerk III	HIRAM W. JOHNSON HIGH SCHOOL	4/11/2016	6/30/2016	EMPLOY PROB EFF 4/11/16
SAELEE	NAI	B	Office Tchncn III	HIRAM W. JOHNSON HIGH SCHOOL	4/11/2016	6/30/2016	EMPLOY PROB EFF 4/11/16
SIEBER	TRACEY	B	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	4/11/2016	6/30/2016	EMPLOY PROB EFF 4/11/16
SANCHEZ	JOSEPH	B	Customer Service Specialist	HUMAN RESOURCE SERVICES	3/1/2016	6/30/2016	EMPLOY PROB, EFF 3/1/16
HASKINS	STEVEN	B	Fund Spec	BUDGET SERVICES	3/21/2016	6/30/2016	EMPLOY PROB, EFF 3/21/16
MORALES	RICHARD	B	Pest Control Specialist	FACILITIES MAINTENANCE	3/28/2016	6/30/2016	EMPLOY PROB, EFF 3/28/16
COUCH	ROSE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/11/2016	6/30/2016	EMPLOY PROB, EFF 4/11/16
WRIGHT	KIMIKO	B	Inst Aid, Spec Ed	SPECIAL EDUCATION DEPARTMENT	4/18/2016	6/30/2016	EMPLOY PROB, EFF 4/18/16
CAMPOS	LUIS	N	Gang Violence Prev/Intrvntn Sp	LUTHER BURBANK HIGH SCHOOL	4/15/2016	6/30/2016	EMPLOY STT, EFF 4/15/16-6/30/16
STATUS CHANGE							
WINN	TASSIE	B	Inst Aid, Spec Ed	TAHOE ELEMENTARY SCHOOL	4/1/2016	6/30/2016	REA FR INST ASST II SP ED TO TCHR ASSOC SP ED EFF 4-1-16
ANDERSON	SHERRA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/26/2016	6/30/2016	REA TO FSA I .75 EFF1/26/16
SIMMONS	CHLOE	A	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	9/1/2015	9/30/2015	REA TO TCH ASSO SPED 9/1/15
LONG	AMBER	A	Transportation Scheduler/Disp	TRANSPORTATION SERVICES	3/29/2016	6/30/2016	REA/WVVGCHG/STCHG PROB1 3/29/16
ALLEN	SHAWNA	A	Bus Attendant	TRANSPORTATION SERVICES	3/28/2016	6/30/2016	RTN LOA 3/28/16
KNIGHT	STEVEN	B	Bus Driver	TRANSPORTATION SERVICES	3/28/2016	4/30/2016	STCHG .84375 PROB1 3/28/16
CHASTAIN	ANTHONY	A	Warehouse Worker	DISTRIBUTION SERVICES	4/14/2016	4/30/2016	STCHG FR .875, EFF 4/14/16
MORALES	ARTHUR	B	Custodian	LANGUAGE ACADEMY	3/15/2016	6/30/2016	STCHG FR 1ST SHIFT, EFF 3/15/16
DONALDSON	TIMOTHY	A	School Plant Ops Mngr I	BUILDINGS & GROUNDS/OPERATIONS	2/17/2016	6/30/2016	STCHG FR 1ST SHIFT/TR/WVG FR C-M, EFF 2/17/16
SIMMONS	CHLOE	A	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	8/31/2015	STCHG TO .75 EFF 7/1/15
MCDANIELS	FAITH	A	Bus Driver	TRANSPORTATION SERVICES	4/1/2016	6/30/2016	STCHG TO .8125 EFF 4/1/16
LEAVES							
PADILLA	JOSE	A	Laborer-Gardener/High School	FACILITIES MAINTENANCE	4/12/2016	6/30/2016	LOA (PD) ADMIN, EFF 4/12/16-6/30/16
ARIAS	NELLIE	B	Inst Aid, Spec Ed	SPECIAL EDUCATION DEPARTMENT	4/1/2016	5/30/2016	LOA (PD) HE/PDL EFF 4-1-16 TO 5-30-16
MORAVITZ	RICHARD	A	Warehouse Worker	DISTRIBUTION SERVICES	4/1/2016	4/17/2016	LOA AMEND (PD) HE, EFF 4/1/16-4/17/16
ALVARADO	RACHEL	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	1/4/2016	4/3/2016	LOA AMEND (PD) HE/PDL; EFF 1-4-16 TO 4-3-16
DRYDEN	ANGEL	B	Custodian	HEALTH PROFESSIONS HIGH SCHOOL	4/4/2016	4/15/2016	LOA EXT(PD) HE/PDL4/4-15/16
HOWARD	TYRONE	A	Campus Monitor	HIRAM W. JOHNSON HIGH SCHOOL	3/14/2016	6/30/2016	LOA RTN (PD) EFF 3-14-16
DRYDEN	ANGEL	B	Custodian	HEALTH PROFESSIONS HIGH SCHOOL	4/16/2016	6/30/2016	LOA RTN (PD) EFF 4/16/16
MORAVITZ	RICHARD	A	Warehouse Worker	DISTRIBUTION SERVICES	4/18/2016	6/30/2016	LOA RTN (PD) HE, EFF 4/18/16
KHAN	NAHEED	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/1/2016	6/30/2016	LOA RTN (UNPD) PC, EFF 4/1/16
LI	WAN	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/6/2016	5/2/2016	LOA UNPD PC EFF 4/6-5/2/16
WRIGHT	MICHAEL	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	4/8/2016	6/30/2016	LOA(PD)HE EFF 4/8-6/30/16
SMITH	TORI	A	Interp for the Deaf	SPECIAL EDUCATION DEPARTMENT	4/10/2016	6/19/2016	LOA(PD)HE/PDL EFF 4/10-6/19/16
MEJIA	WILLIAM	A	Custodian	FERN BACON MIDDLE SCHOOL	4/7/2016	6/30/2016	ADMIN LOA (PD) EFF 4/7/16
LOPEZ	DOROTHY	A	Office Tchncn II	ROSA PARKS MIDDLE SCHOOL	4/4/2016	6/30/2016	ADMIN LOA(PD) EFF 4/4-6/30/16
ALLEN	SHAWNA	A	Bus Attendant	TRANSPORTATION SERVICES	3/23/2016	3/27/2016	AMEND LOA FMLA PD 3/23/16-3/27/16
ROMERO	SANDRA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	3/17/2016	3/31/2016	AMEND LOA HE UNPD 3/17/16-3/31/16
SEP/RESIGN/RETIRE							
ROMERO	SANDRA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/1/2016	4/17/2016	SEP/39MO RR 4/17/16
SIMS	TANIKA	A	Bus Attendant	TRANSPORTATION SERVICES	10/7/2015	4/15/2016	SEP/RESIGN EFF 4/15/16
MARTINEZ	EUGENE	A	Inst Aid, Spec Ed	CAMELLIA BASIC ELEMENTARY	1/1/2016	4/15/2016	SEP/RESIGN, EFF 4/15/16
DAVIS	MICHAEL	A	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2015	6/16/2016	SEP/RETIRE EFF 6/16/16
THORPE	LINDA	A	School Office Manager I	GOLDEN EMPIRE ELEMENTARY	7/1/2015	6/28/2016	SEP/RETIRE, EFF 6/28/16
WATANABE	ANALIA	A	Fiscal Services Tech I	ACCOUNTING SERVICES DEPARTMENT	7/1/2015	6/30/2016	SEP/RETIRE, EFF 6/30/16
WALTHALL	HERSHELL	A	Bus Driver	TRANSPORTATION SERVICES	4/5/2016	4/16/2016	SEP/39OMO RR 4/16/16



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1c

Meeting Date: May 5, 2016

Subject: Approve Sutter Middle School Field Trip to Boston, Massachusetts,
May 15 - 20, 2016

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

Division: Deputy Superintendent

Recommendation: Approve Sutter Middle School Field Trip to Boston, MA, .
May 15-20, 2016

Background/Rationale: May 15-20, 2016, a group of 110 students from Mrs. Cooperman's and Ms. Miller's history classes, along with seven teacher chaperones and six parent chaperones, will travel via charter bus and airplane to Boston, Massachusetts. This experience will allow students to experience where the making of America happened. They will be seeing the site of the Boston Massacre, Bunker Hill, Boston Common, the Old State House, the Holocaust Memorial, Lexington, Concord, and more.

All parties will depart from Sutter Middle School on Sunday, May 15th at 4:40 a.m. via charter bus to San Francisco International Airport, and return to Sutter Middle School on Friday, May 20th at 11:40 p.m.

Financial Considerations: No cost to the district. Expenses paid through parent contribution. Associated Student Body funds were made available for students in need.

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Out of State Field Trip Documents

Estimated Time of Presentation: N/A

Submitted by: Lisa Allen, Interim Deputy Superintendent
Olga Simms, Area Assistant Superintendent

Approved by: José Banda, Superintendent

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
 (USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip, See reference distribution section for details concerning each type of trip.
 School Name Sutter Middle School Date February 21, 2016

Teacher's Name Jody B. Cooperman/Katie Miller Room # 301/302 Telephone # 204-3226
 Fax # _____

Field Trip Destination Boston, Massachusetts

Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight

Out-of-State/Country Involving Swimming or Wading Unusual Activities
 Route Chartered bus to S.F.O. Airplane to Boston. Chartered bus on tour

Educational nature of field trip/excursion This is a culmination of our study in American History.

Depart Date 5/15 Time 4:40 am pm Return Date 5/20 Time 11:40 am pm

TRANSPORTATION will be provided by: Walking School Bus – Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no – Check Risk Management Web Site
 Private Vehicle – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Parent Driver – Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: _____

Funding Source Parent funded Financial Assistance Available? yes no

Number of students participating: 110

Adult Supervisors/ Drivers:	DRIVER		DRIVER
1) <u>Lisa Menzmer</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	2) <u>Gretchen Deak</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
3) <u>Evelyn Mendez</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	4) <u>Kara Broderick</u>	<input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

1) <u>Jody B. Cooperman</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	2) <u>Katie Miller</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
3) <u>Shelley Takaha</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	4) <u>Jennifer Brinzer</u>	<input type="checkbox"/> yes <input type="checkbox"/> no

Principal Approval [Signature] Date 3/29/16

Risk Management Approval (Unusual Activities) [Signature] Date 4/5/16

Segment Administrator Approval [Signature] Date 4/14/16

Distribution: Refer to Field Trip Information Form RSK 106F for the forms and distribution required for each trip:

- Local Trip:** (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
- Out-Of-Town:** (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Overnight Trip:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Swimming or Wading:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Unusual Activities (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.)** - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. **Must purchase Special Event Liability Insurance.**
- Out-of-State/Country:** Submit to Principal for approval then forward to Segment Administrator and Risk Management **SIX (6) WEEKS** prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit for Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator

Sacramento City Unified School District
**OUT-OF-STATE OR OUT-OF-COUNTRY
TRAVEL REQUEST**

Sutter Middle School
School Name _____ Date February 21, 2016

Jody Cooperman/Katie Miller
Teacher's Name _____ Room # 301/302 Telephone # 916-264-4150

Boston, Massachusetts
Field Trip Destination _____

We have been studying the birth of our country all year in our U.S. history class. We have
Reason for travel _____
also studied the Salem Witch Trials and the Holocaust. We will be visiting sites related to these topics and more.



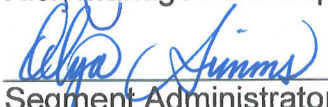
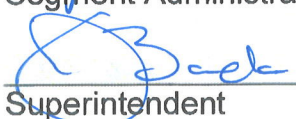
Our itinerary includes visits to Salem, Harvard University, the Holocaust Memorial, Bunker Hill Monument, USS
Constitution and more.

List unusual activities, water activities or high risk activities (examples: rafting, snorkeling,
rock climbing, skiing, etc.) as a special parent waiver may be required. Submit copy of
contract or waiver for review before signing. Risk management approval required.

Attach a detailed itinerary for each day: itinerary attached

Jody B. Cooperman and Katie Miller
Signed _____
Teacher

Approvals:

	<u>3/29/16</u>
Principal	Date
	<u>4/5/14</u>
Risk Management Dept.	Date
	<u>4/13/16</u>
Segment Administrator	Date
	<u>4/13/16</u>
Superintendent	Date

Board Approval Date

TRAVEL REQUEST FORM (ACC-F014)
Sacramento City Unified School District

Request to Attend: <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	Purpose for Attending: <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	Instructions: This form must be completed and received in Accounts Payable at least 30 days prior to the proposed trip- 60 days if out-of-state. REQ # _____
--	---	--

School/Department Sutter Middle School Date February 21, 2016

Date(s) of Event May 15 - 20, 2016 Location Boston, Massachusetts

Event Title (attach brochure) U.S. history trip to Boston (itinerary attached)

Purpose* We will be taking our students on a U.S. history trip for 5 nights/6 days.

*(what value does this activity give students, attendees, staff, department/site or community?) _____

How does this travel align with the District's strategic plan? _____

How will this activity/event be used and shared? _____

Name of Attendee(s) (attach sheet for additional attendees)	Position	Substitute (Y/N)* *	No. of Days Required	Budget Code (for substitute)
Jody B. Cooperman	English/history teacher			
Katie Miller	English/history teacher			

Additional Attendees Attached

IF A SUBSTITUTE IS NEEDED, SEND A COPY OF THIS FORM TO PERSONNEL, BOX 770

Approvals: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 80%;"> <p> CRISTIN TAHARA-MARTIN</p> <p>Principal/Department Head Signature & Print Name</p> <p> _____</p> <p>Cabinet Level or Designee Signature</p> <p> _____</p> <p>Chief Business Officer Signature</p> <p> _____</p> <p>Superintendent or Designee Signature</p> </div> <div style="width: 15%; text-align: center;"> <p><u>3/29/16</u></p> <p>Date</p> <p><u>4/6/16</u></p> <p>Date</p> <p><u>4/13/16</u></p> <p>Date</p> <p><u>4/13/16</u></p> <p>Date</p> </div> </div>	District cost for all attendees (estimate) Registration Fee *** <input style="width: 50px;" type="text"/> Meals included? <input style="width: 50px;" type="text"/> B <input type="checkbox"/> L <input type="checkbox"/> D <input type="checkbox"/> Lodging _____ Transportation _____ Meals _____ Other _____ TOTAL <input style="width: 50px;" type="text"/>
--	---

Categorical Budget Code(s): _____ \$ _____

General Fund/Unrestricted _____ \$ _____

***If any meals are included in the cost of registration, how many of each: Breakfast _____ Lunch _____ Dinner _____

Prepayment Requested: All checks will be sent to the site/department unless prior arrangements have been made (with AP) to pick up check

Requisition #	Dollar Amount
Registration Fee	_____
Hotel	_____
Airfare ****	_____
Car Rental ****	_____

**** If airfare or car rental is requested, send a copy of this form to Purchasing, Box 830



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1d

Meeting Date: May 5, 2016

Subject: Approve Resolution No. 2885: Recognition of National School Nurse Day, May 11, 2016.

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

Division: Student Support and Health Services

Recommendation: Approve Resolution No. 2885: Recognition of National School Nurse Day, May 11, 2016.

Background/Rationale: National School Nurse Day, May 11, 2016 is a time to celebrate the specialty practice of school nursing. The Sacramento City Unified School District applauds the contributions school nurses make every day to improve the safety, health, and academic success of all students.

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean, and Healthy Schools

Documents Attached:

1. Resolution No. 2885

Estimated Time of Presentation: N/A

Submitted by: Victoria Flores, Director Student Support and Health Services

Approved by: Lisa Allen, Interim Deputy Superintendent

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

RESOLUTION NO. 2885

“Recognition of National School Nurse Day, May 11, 2016”

WHEREAS, May 11, 2016 has been designated as National School Nurse Day; and

WHEREAS, Credentialed School Nurses, with specialized medical backgrounds and academic preparation, provide health education for students, parents and staff and promote and protect the health and well-being of all children from infants to students with special needs; and

WHEREAS, school nurses play an essential role in ensuring children are ready to learn and are thriving; and

WHEREAS, through case management of chronic illnesses, school nurses play a pivotal role in the health of our students and contribute to improved health and education outcomes; and

WHEREAS, school nurses understand the link between health and learning are in a position to make a positive difference for our students every day; and

WHEREAS, school nurses act as a liaison to the school community, parents, and health care provides on behalf of children’s health; and

WHEREAS, Sacramento students, families, and staffs benefit greatly from the skill and training of its nursing corps;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education commends our nurses and encourages all students and staffs to honor and recognize the valuable contributions of its school nurses as we celebrate May 11, 2016 as National School Nurse Day.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Darrel Woo
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1e

Meeting Date: May 5, 2016

Subject: Approve Resolution No. 2886: Recognition of National Children's Mental Health Awareness Day, May 5, 2016.

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

Division: Student Support and Health Services

Recommendation: Approve Resolution No. 2886: Recognition of National Children's Mental Health Awareness Day, May 5, 2016.

Background/Rationale: National Children's Mental Health Awareness Day, May 5, 2016 is a time to highlight the importance of positive mental health for our students. The Sacramento City Unified School District is proud of the many supports and services available within our district that address and promote the social-emotional needs and skills of our students.

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean, and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Resolution No. 2886

Estimated Time of Presentation: N/A

Submitted by: Victoria Flores, Director Student Support and Health Services

Approved by: Lisa Allen, Interim Deputy Superintendent

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

RESOLUTION NO. 2886

“Recognition of Children’s Mental Health Awareness Day”

WHEREAS, May 5, 2016 has been designated as Children’s Mental Health Awareness Day dedicated to raising awareness of the youth and their families who experience emotional, behavioral and mental health challenges; and

WHEREAS, children and youth with mental, emotional and behavioral health needs and their families can achieve a better quality of life with the right resources, treatments and community support within a system of care; and

WHEREAS, we recognize that mental health issues, when untreated, can lead to school failure, family conflicts, drug abuse, violence, and even suicide; and

WHEREAS, public awareness of the importance of children’s mental health from birth allows children of all ages with mental health and behavioral challenges to find acceptance and understanding in their communities; and

WHEREAS, research indicates that school mental health programs improve educational outcomes by decreases absences, decreasing discipline referrals, and improving academic achievement.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education recognizes May 5 as Children’s Mental Health Awareness Day in honor of the children diagnosed and living with mental health challenges along with their caregivers and families.

BE IT FURTHER RESOLVED that Sacramento City Unified School District is commended for the ongoing work that they have undertaken to address the social and emotional needs of our students, to raise children’s mental health awareness, and to provide support and resources for children experiencing mental health challenges and their families.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Darrel Woo
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1f

Meeting Date: May 5, 2016

Subject: Approve Board of Education Meeting Calendar for 2016-17

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

Division: Superintendent's Office.

Recommendation: Approve the Board of Education meeting calendar for 2016-17 school year.

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

LCAP Goal(s): Family and Community Engagement

Financial Considerations: N/A

Documents Attached:

- 1) Board of Education Meeting Calendar for 2016-17

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A

**Sacramento City Unified School District
Board of Education Meeting Calendar
2016-2017 School Year**

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

There is no Board Meeting in the month of July and only one in Dec. & Jan. for 2016-17.

<p style="text-align: center;"><i>August 4, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>August 18, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>September 1, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>September 15, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>
<p style="text-align: center;"><i>October 6, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>October 20, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>November 3, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>November 17, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>
<p style="text-align: center;"><i>*December 8, 2016</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p> <p style="text-align: center;"><i>Annual Meeting</i></p>	<p style="text-align: center;"><i>**January 19, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>February 2, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>February 16, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>
<p style="text-align: center;"><i>March 2, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>March 16, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>April 6, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>April 20, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>
<p style="text-align: center;"><i>May 4, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>May 18, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>June 1, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>	<p style="text-align: center;"><i>June 15, 2017</i></p> <p><i>4:30 Closed Session 6:30 Open Session</i></p>

** Moved due to CSBA Annual Convention; **Moved due to the Winter Break*



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1g

Meeting Date: May 5, 2016

Subject: Resolution No. 2887: Student Advisory Council Resolution

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

Division: Youth Development Support Services

Recommendation: That the Board of Education adopt the Student Advisory Council Resolution

Background/Rationale: The Student Advisory council presented their resolution at the April 21, 2016 Board meeting and stated that they feel it is important to that all high schools in the District have a voice. This sentiment is reflected in their resolution.

Financial Considerations: No fiscal considerations to adopt the resolution. The impact of having participation from every high school will have to be analyzed.

LCAP Goal(s): Career & College Ready Students; Family & Community Engagement; Safe, Clean, and Healthy Schools.

Documents Attached:

1. Ethnic Studies Resolution

Estimated Time of Presentation: N/A

Submitted by: Student Advisory Council; Stacey Bell, Youth Development Director & Mark Carnero, Youth Service Specialist

Approved by: Lisa Allen, Interim Deputy Superintendent

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

RESOLUTION NO. 2887

STUDENT ADVISORY COUNCIL RESOLUTION

WHEREAS, The Student Advisory Council wants to involve all students to have active participation at youth council meetings; and

WHEREAS, The Student Advisory Council represents all 13 high schools; and

WHEREAS, The Student Advisory Council empowers Sacramento City Unified School District student voice by informing youth about becoming active members within their communities; and

WHEREAS, The Student Advisory Council encourages students' involvement in policy advocacy, political action and process within the Sacramento City Unified School District and outside communities; and

WHEREAS, The Student Advisory Council creates an authentic youth voice on distinct actions that affect students; and

WHEREAS, All schools have an Associated Student Body, Leadership, or Student Government Class; and

WHEREAS, The Student Advisory Council provides opportunities for inclusion and involvement for students district wide and within the existing Student Advisory Council; and

WHEREAS, The Student Advisory Council provides youth council members the opportunity to be more active in the decision making process of important issues pertaining to high schools within the Sacramento City Unified School District; and

WHEREAS, The Student Advisory Council creates greater transparency between the Sacramento City Unified School District Executive Board and students to be able to discuss and/or vote on impending issues that will be/have been discussed at Sacramento City Unified School District board meetings; and

WHEREAS, The Student Advisory Council creates discussions and debates on district issues in order to give students more power and input in district matters; and

WHEREAS, The Student Advisory Council wants to coordinate effective communication between the Associated Student Body, Leadership, or Student Government class of high schools throughout the district, the administration of said high schools, and, ultimately, the whole district's high school population.

NOW, THEREFORE, BE IT RESOLVED that it is strongly recommended that each school site's Associated Student Body/Leadership/Student Government class elect/appoint a Student Advisory

Council representative for the 2016-2017 school year.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Darrel Woo
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1h

Meeting Date: May 5, 2016

Subject: Approve Resolution No. 2882: Resolution Regarding Board Stipends

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

Division: Board of Education.

Recommendation: Approve Resolution No. 2882: Resolution Regarding Board Stipends.

Background/Rationale: Education Code section 35120 fails to define hardship which has led to uncertainty regarding payment of stipends for Board members who may be deserving of payment, due to performance of services outside the meeting for or on behalf of the District, for absent meetings. All stipend payments will be based on an attendance sign-in sheet as well as any Board resolution(s) excusing absences in compliance with law. A Board member who is absent from a meeting may be eligible for payment by reporting the excused absence to the Board Office. A Board resolution will be periodically placed, as needed, on the Board agenda to state that the reason for the absence complies with Education Code section 35120 and shall be reflected in the minutes.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Resolution No. 2882: Resolution Regarding Board Stipends.

Estimated Time of Presentation: N/A

Submitted by: Christina Pritchett, Board President

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2882

RESOLUTION REGARDING BOARD STIPENDS

WHEREAS, Education Code section 35120 and Board Bylaw 9250 of the Sacramento City Unified School District (“District”) authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

WHEREAS, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

NOW, THEREFORE, BE IT RESOLVED by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of May, 2016, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José Banda
Secretary of the Board of Education

ATTACHMENT A

RESOLUTION NO. 2882

1. Absence Due to Hardship. Stipends are authorized to the following Board member due to a work-related obligation:
 - a. Board member Gustavo Arroyo for the meeting date of April 21, 2016.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1i

Meeting Date: May 5, 2016

Subject: Approve Minutes of the April 3, 2016, Board of Education Retreat and Special Board Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the April 3, 2016, Board of Education Retreat and Special Board Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the April 3, 2016, Board of Education Retreat and Special Board Meeting

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: José L. Banda, Superintendent</p> <p>Approved by: N/A</p>
--



Putting
Children
First

Sacramento City Unified School District

BOARD OF EDUCATION

BOARD RETREAT/SPECIAL MEETING

Board of Education Members

Christina Pritchett, President (Trustee Area 3)
Jay Hansen, Vice President (Trustee Area 1)
Jessie Ryan, Second Vice President (Trustee Area 7)
Ellen Cochrane (Trustee Area 2)
Gustavo Arroyo (Trustee Area 4)
Diana Rodriguez (Trustee Area 5)
Darrel Woo (Trustee Area 6)

Sunday, April 3, 2016
10:00 a.m.

Shriners Hospital
7th Floor
2425 Stockton Boulevard
Sacramento, CA 95817

MINUTES

2015/16-19

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 10:15 a.m.

Members Present: President Pritchett, Second Vice President Ryan, Member Cochrane, Member Rodriguez, and Member Woo

*Members Absent: Vice President Hansen (arrived at 10:20 a.m.)
Gustavo Arroyo (arrived at 10:20 a.m.; left after lunch, approximately
1:00 p.m.)*

A quorum was reached.

Public Comment:

Alex Visaya spoke about how superintendents can be micromanaged by board members. He noted that he has been involved with the District for the last 30 years, and he feels the current Board does not micromanage, is a great working board, and he gives them an A+. He noted that it is in the Board's best interest to fulfill promises made to students.

2.0 BOARD/SUPERINTENDENT GOVERNANCE RETREAT

Steve Lamb, a consultant with the California School Board Association (CSBA) began the presentation by going over his background and then asking each Board member why they ran and what is it they enjoy most about their duties. He then noted that the focus of the workshop will be roles, purpose, norms, and protocols. This focus will help build a more effective governance team.

He suggested that board by-law No. 9005 be included in the District by-laws. The District does not currently have this by-law, but it was adopted and passed unanimously by the CSBA Board Assembly.

He also said the Board members should re-read their By-laws once a year.

A discussion was then had on the value of school boards and a video was shown.

As part of a conversation around unity of purpose, Board members were then asked (without discussion) what percentage of District students are succeeding. Answers ranged from 37 to 80%. The meaning of success was then discussed, and the Board was asked what decisions they feel contributed the most to student achievement this year. The Board then discussed what they hoped would be major improvements over the next 10 years.

After a short half hour lunch break, roles of the Board and Superintendent were discussed. Mr. Lamb then asked what the goals of the District are. He said there seems to be a disconnect between stated goals and those included in the Local Control Accountability Plan (LCAP) of 1) Safe, Clean and Healthy Schools; 2) Family and Community Engagement; and 3) College and Career Ready Students. Mr. Lamb suggested creating a monitoring plan and governance calendar. He said one of the most difficult goals is to get buy-in and that staff needs to be given clear, realistic goals.

Member Rodriguez noted that the current goals/pillars came about during the time of past Superintendent Jonathan Raymond. The Board allowed him to develop them, and he was to monitor results and report to the Board. There was a plan in place for priority schools, and all but one school improved. Only three current Board members were on the Board at that time.

Mr. Lamb then discussed some requirements of change, one of which is trust. The Board then participated in an exercise demonstrating the requirement of trust and the feelings it evoked.

Mr. Lamb then referenced the report developed from the last Board retreat of June 27, 2015, where it is noted that the Board was to continue developing the governance handbook. Superintendent Banda said some work was done on committee structure by himself, President Pritchett, and Special Assistant to the Board of Education Nathaniel Browning. President Pritchett handed out some draft protocols she has been working on with Mr. Browning.

Mr. Lamb noted that it has been difficult to find common dates that all Board members are available to meet for retreats. He asked if smaller blocks of time would work better. Vice President Hansen said he feels too much time is spent in closed sessions on non-important issues. He suggests meeting one time per month. Mr. Lamb asked if the majority of staff reports are justifying or informing Board decisions. Member Rodriguez said justifying, and this concerns her. Second Vice President Ryan said she likes the idea of a set of topics to explore with an outcome in mind one time per month. Member Cochrane agreed. Member Rodriguez noted that this is the responsibility of the Executive Committee. Vice President Hansen suggested building one hour per month into what the Board is already doing. Member Rodriguez said that the Board committees used to report at the Board meetings. President Pritchett said some of the ad-hoc committees may be made standing committees so that posting of the agenda and minutes is required. Mr. Lamb said he included a page of sample meeting norms in his handouts, and he will include them in his report.

Mr. Lamb said he understands that we have a superintendent evaluation process under review. He asked what the Board needs from the Superintendent and what the Superintendent needs from the Board. The Board and Superintendent discussed. A video was shown on Board member communication with each other, and traits that promote better communication were discussed. A

working styles questionnaire is included in the handouts. In the interests of time, the questionnaire was not discussed, but Mr. Lamb asked the Board members to fill it out and give it to Mr. Browning. Mr. Browning will use it to prepare a report.

Mr. Lamb then went over four public values. He noted that we do not have a Board evaluation process in place; he feels it is a good idea to have that and noted our by-laws state we will have Board self-evaluations. Member Rodriguez said self-evaluations were done under coherent governance before they voted to do away with coherent governance. There were problems with it, so they tried going to paper, but not all Board members turned it in. Mr. Lamb said CSBA has an on-line self-evaluation. He included a one page sample in his handouts.

The discussion again turned to Board member roles and protocols. Mr. Lamb pointed out that any individual board member has no authority and that the Board is the unit of authority. Board requests should go to the Superintendent, and the Board should not become involved in personnel issues. Member Cochrane asked if a community member requests a simple report, is it appropriate to refer to the staff member. President Pritchett pointed out that there are seven Board members making potentially multiple requests, so all should go through either Superintendent Banda or Mr. Browning. Mr. Lamb brought up Board By-law 9200 which states that “unless agreed to by the Board as a whole, individual members shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee”. He then noted four Board policies concerning District employee complaints, instructional materials complaints, uniform complaint procedures, and the Williams uniform complaint procedures. He then went over the subject of confidential information acquired during closed sessions and potential liability.

Mr. Lamb then referred to a protocol questionnaire that was included in his handouts. He asked which of the items on the list Board members felt should be included in a protocol. He will complete a protocol from the developed list. He noted that it is easy to develop protocol, but difficult to implement.

Mr. Lamb discussed the role of the President and said it is rooted in service, not authority. He gave a recap of the retreat and asked Mr. Browning to send the communication protocols to him. He said that going forward the Board will review and approve the governance handbook, conduct a Board self-evaluation, develop a shared understanding of success, review and adopt communication protocols, and conduct a committee review structure. The Executive Committee will develop a proposal for future Board development.

The Board concluded the Retreat at 3:15 p.m. and went into Closed Session.

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

None.

4.0 CLOSED SESSION

Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE Unrepresented Management

5.0 RECONVENE INTO OPEN SESSION AND ADJOURNMENT

The meeting was adjourned at 5:12 p.m.

José L. Banda, Superintendent and Secretary to the Board

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 24 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 24 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1j

Meeting Date: May 5, 2016

Subject: Approve Minutes of the April 7, 2016, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the April 7, 2016, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the April 7, 2016, Board of Education Regular Meeting

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Christina Pritchett, President, (Trustee Area 3)
Jay Hansen, Vice President, (Trustee Area 1)
Jessie Ryan, Second Vice President, (Trustee Area 7)
Ellen Cochrane, (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez, (Trustee Area 5)
Darrel Woo, (Trustee Area 6)
Elizabeth Barry, Student Member

Thursday, April 7, 2016

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

MINUTES

2015/16-20

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:50 p.m. by President Pritchett, and roll was taken.

Members Present:

President Christina Pritchett
Second Vice Jessie Ryan
Ellen Cochrane
Diana Rodriguez
Darrel Woo

Members Absent:

Vice President Jay Hansen
Gustavo Arroyo (arrived at 7:25 p.m.)

A quorum was reached.

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

None.

3.0 CLOSED SESSION

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

3.1 Government Code 54956.9 - Conference with Legal Counsel – Anticipated Litigation:

(Board Minutes, April 7, 2016)

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9*
- b) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9*
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management*
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) *Superintendent*
- 3.5 *Government Code 54957 – Public Employee Appointment*
 - a) *Principal, Luther Burbank High School*
 - b) *Principal, School of Engineering and Sciences*
 - c) *Principal, Sutter Middle School*
 - d) *Principal, Bowling Green Chacon Elementary School*
 - e) *Principal, Cesar Chavez Elementary School*
 - f) *Principal, Susan B. Anthony Elementary School*
 - g) *Principal, Woodbine Elementary School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:35 p.m. by President Pritchett.

Members Present:

*President Christina Pritchett
 Second Vice President Jessie Ryan
 Ellen Cochran
 Diana Rodriguez
 Darrel Woo*

Members Absent:

*Vice President Jay Hansen
 Gustavo Arroyo (arrived at 7:25 p.m.)
 Student Member Elizabeth Barry*

The Pledge of Allegiance was led by Emiliano Tahui Gomez who is a Junior at West Campus High School. A Certificate of Appreciation was presented by Board Member Ellen Cochran.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Superintendent Banda announced the following principal appointments, all by unanimous vote with Vice President Hansen and Member Arroyo absent. All principals had been serving as interim before becoming permanent:

*James Peterson, Luther Burbank High School
James Hays, School of Engineering and Sciences
Cristin Tahara-Martin, Sutter Middle School
Sylvia Silva-Torres, Bowling Green Charter Chacon Language and Science Academy
Eracleo Guevara, Cesar E. Chavez Elementary School
Bao Moua, Susan B. Anthony Elementary School
Soledad Gutierrez, Woodbine Elementary School*

6.0 AGENDA ADOPTION

President Pritchett asked for a motion to adopt the agenda. A motion was made to approve by Member Woo and seconded by Second Vice President Ryan. The Board voted unanimously to adopt the agenda with Vice President Hansen and Member Arroyo absent.

7.0 PUBLIC COMMENT

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Public Comment:

Mike Sullivan, a parent in the District, spoke about Measure R and provided the Board with some materials. He is concerned that information distributed at his child's school and on the District website in 2012 regarding Measure R was misleading based on decisions being made now on how to spend the funds. He said the information given in 2012 spoke about repairing playgrounds, play fields, and equipment, renovating and rehabilitating bleachers and athletic fields, repairing and upgrading drinking fountains, leaking fixtures, irrigation systems, removing asbestos and lead, and upgrading kitchen facilities. He feels it was implied that the upgrading of kitchen facilities was for local school facilities and noted that the information spoke about the benefits of increased property values and that the purpose of Measure R was to upgrade and renovate local school facilities. He supported Measure R and rallied friends, relatives, other parents, and neighbors to do the same in 2012. However he now feels that current plans to build a central kitchen using approximately two-thirds of the funds is outside of what was described to voters when the measure was passed.

Carolyn Nutter, training Director at I-TAP, spoke about research the Superintendent has done since the last Board meeting regarding an on-going issue between the I-TAP electrician's program and the Charles A. Jones Career and Education Center. She said that she and the students are asking the District look at other options that may be available to uphold agreements made to the students. Her proposal is that the District use credentialed instructors from her program.

Shane Shedenhelm, a student in the I-TAP electrician program, said that he has not received any communication regarding the processing or disbursement of his loan. He said some open communication might help to solve the issue at hand.

Travis Rodowick, also a student at I-TAP, asked the Board to help expedite the process based on the agreement that was made with the Charles A. Jones Career and Education Center. He reported that he left his job and has been denied other scholarships because of his affiliation with the school.

The following speakers spoke in favor of building a central kitchen:

Brenda Ruiz, a member of the central kitchen task force, spoke in favor of building a central kitchen and noted that "construct centralized nutrition center" was included in a list on the second page of

information that was provided in 2012. She said that options other than construct are also being taken into consideration. She asked the Board to make building of the central kitchen a priority.

Faye Wilson Kennedy, of the Black Parallel School Board.

Stephani Crespin, a parent in the District.

Dominic Macky, Director of Student Nutrition Services with the Davis Joint Unified School District.

Shannon Hardwicke, of Soil Born Farms.

Todd McPherson, of the Luther Burbank High School urban garden program, the Sacramento Food Policy Council, and the Sacramento Chinese Community Service Center.

TreVounn Johnson, a student at Luther Burbank High School involved with the school's urban garden.

Aaron McClatchy, a special education teacher at Luther Burbank High School that runs the school's urban garden program.

John Boyer

Danny Hoang, a Junior at Luther Burbank High School and President of Burbank Environmental Action Servicing, spoke on behalf of fellow club member Fong Nguyen.

Mayra Tellez, a teacher at Luther Burbank High School.

Janet Fricke proposed opening closed schools for homeless families and foster children. She said one of the closed schools could be renovated into a central kitchen.

Frank Topping, past Secretary of Sacramento County Health Board and current member of the Sacramento County Mental Health Services Act Steering Committee, said that the number of homeless school children is now up to over 13,000 across Sacramento County. He said that a declaration of shelter crisis for surplus school facilities to be used would help greatly. He said it is a great opportunity of which he would like the Board to be cognizant.

Shaykh (Shake) D. B. Abdullah, also serves on the Mental Health Respite Care Collaborative with Mr. Topping. He spoke of the homelessness in our community, specifically teenage homelessness. He said they will be working with people they are connected with to declare this an emergency in the community. They are advocating for the utilization of surplus resources, i.e., closed schools, for the purpose of dealing with the issue of homelessness.

Andrew Williams, a Senior at Sacramento High School, invited all to the last two basketball games of the season.

Cole Taira, a Senior at John F. Kennedy High School, also invited the Board and all others to the basketball games at Sacramento High School on April 16. The girls will play at 4:00 p.m. and the boys at 6:00 p.m. Participating high schools are C. K. McClatchy, John F. Kennedy, Sacramento High School, Luther Burbank, West Campus, and Rosemont.

Maya Jue, a parent in the District, spoke about several school programs and asked for equal allocation of bond funds.

Nikki Milevsky, President of SCTA, spoke about concerns of hiring principals without going through a transparent interview process. As she noted at the last meeting, the selection process page on the District web site is now blank, and she stated that there used to be a process posted. She noted that Hiram Johnson High School wrote on March 14 to the Board and Superintendent to request a transparent process, and she read the letter.

President Pritchett then read the following statement from Vice President Hansen:

Board Vice President Jay Hansen regrets that he cannot be here tonight and asked if I can read this on his behalf. Thank you for adding your voice in support on this very important project. The central kitchen will be a tremendous asset to our students and community. It will provide healthier food at a lower cost while allowing our interested students the opportunity to explore careers and all the fun aspects of food preparation and provision. I am proud our Board and the District staff have launched the central kitchen task force and had started laying the foundation to make this a reality. I look

forward to working with everyone on getting this done.

Second Vice President Ryan thanked the Sacramento Food Policy Council, the Healthy Foods Task Force, and other food advocates for coming out and speaking. She spoke of how students in her area often depend upon three meals a day at their local school sites and how a lack of food affects learning. She said the idea that all students in Sacramento deserve access to healthy, locally sourced, delicious meals matters to her. They have been out in the community prior to the passage of Measures R and Q to solicit feedback from dozens of PTA groups and throughout the community through meetings in which this emerged as a top priority. She feels what is more important to note is that this does not just benefit our poor students, but all students. The building of a central kitchen has the potential to feed the next generation of students and for generations to come. As we discuss how to move forward with this project, it is not an “either or” when she says that she strongly believes we need to move forward with haste in building a central kitchen.

8.0 CONSENT AGENDA

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

8.1 Items Subject or Not Subject to Closed Session:

- 8.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 8.1b Approve Personnel Transactions (Cancy McArn)*
- 8.1c Approve Educator Effectiveness Plan (Ted Appel)*
- 8.1d Approve Minutes of the March 3, 2016, Board of Education Meeting (José L. Banda)*

President Pritchett asked for a motion to approve the Consent Agenda. A motion was made to approve by Member Woo and seconded by Member Arroyo. The Board voted unanimously to adopt the agenda with Vice President Hansen absent.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

Information

- *CSA – No report given.*
- *SCTA – President Nikki Milevsky reported on behalf of SCTA.*
- *SEIU – No report given.*
- *Teamsters – No report given.*
- *UPE – No report given.*

9.2 *District Parent Advisory Committees:*

Information

- *Community Advisory Committee – No report given.*
- *District Advisory Council – Maria Haro-Sullivan reported that the committee has been dismantled.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) – No report given.*

9.3 *Superintendent’s Report (José L. Banda)*

Information

Superintendent Banda reported that he attended a spirited rally at David Lubin Elementary school on Monday that celebrated the school’s STEAM designation. He thanked Members Cochrane and Ryan for their support of the school’s transition. Also on Monday, the Human Resources Department hosted a very successful teacher recruitment here at the Serna Center. As a result, 37 people signed open contracts to teach with us next year. Our teacher recruitment digital billboard advertisement “went live” on Monday as well. On Tuesday night, about 80 community members attended a meeting at Washington Elementary School to discuss the future of Old Marshall on G Street. The goal is to find a new use for the site that makes sense for the District and for the neighborhood. He thanked Members Cochrane and Hansen for their work on this important issue. There will be a showcase of both our Social Emotional Learning initiatives and our visual and performing arts programs next Thursday, “The Art of Caring”. Milton Bowens, whose work is collected by celebrities and hangs in galleries across the country, will be the keynote speaker. He is also our artist-in-residence at Father Keith B. Kenny. Students will also perform. The robotics team at Rosemont High School is headed to the FIRST World Championships later this month in St. Louis. They earned a spot at the championships by being part of a first-place alliance at a qualifying competition held last month at the University of California, Davis.

9.4 *President’s Report (Christina Pritchett)*

Information

President Pritchett reported that she attended a real DUI court at Rosemont High School that was conducted in front of all Juniors and Seniors. After sentencing, students had the opportunity to ask questions of the judge, the district attorney, the public defender, and the defendant. It was very interesting and educational. She plans to have the organizer of this program come and give a presentation to the Board. She also congratulated Rosemont High School’s robotics team. Their upcoming trip to St. Louis is the result of their first place win at Sacramento’s regional competition held at the University of California, Davis.

9.5 *Student Member Report (Elizabeth Barry)*

Information

No report given.

Member Cochrane said that the District English Learner Advisory Committee is going to have a meeting at the Serna Center at 4:00 p.m. on April 11th. All are welcome to come to help shape the future for our English language learners. She attended the meeting regarding Old Marshall on Tuesday, and she was impressed by the community turnout and input. She announced that Tahoe Elementary School is having a rummage sale.

Member Cochrane or Principal Aprille Shafto can be contacted regarding donations. The event is to raise money so the students can go to Sly Park. She attended the STEAM event at David Lubin Elementary School and said she is extremely proud of the school; they are the first school in the District to be designated as a STEAM school. The parents worked very hard and did an excellent job. She anticipates that the transition model used will be included in the District as the model to be used for any school to become a STEAM school.

Member Woo reported on the Council of Great City Schools Annual Legislative Policy Conference that he attended in Washington, D.C., recently. He met with and lobbied the offices of Congressman Garamendi, Congresswoman Matsui, and Congressman Bera, primarily on the nuances that they may not have been aware of regarding the replacement for No Child Left Behind, which is the Every Student Succeeds Act. The important point that was pointed out to them is that, while this year our Title I funding has a hold harmless provision in that schools in California will not be losing any Title I funding, next year we have the potential to lose about six percent from what our allocation will be as the State of California and other states are allowed to take up to six percent off the top. He feels certain the State of California will take that six percent. Whether or not the schools get any of that back is a big question mark, therefore he asked our representatives to either renew the hold harmless provision for the fiscal year 2017 or add another \$900,000,000 to the potential six percent that the schools across the country would be losing with respect to Title I funding. This afternoon he returned from an East coast sojourn visiting historically black colleges with Dr. Tiffany Smith-Simmons. He is proud to announce that they were able to sign three graduating Education college students to contracts.

Member Rodriguez spoke about the increase in costs of benefits to the District. She was not present at the last Board meeting because she was in Washington, D.C., talking about the 2020 census. She said it is four year away, and we should start thinking about it now. This is important to the District because if we have an undercount, we could lose millions of dollars in funding from the Federal and State governments. The numbers taken from the census are used to distribute and allocate funds from both government agencies. We should be involved because the way the census is taken will be changed. Congress has directed the census bureau to not spend any more money than what it took to do the 2010 census. What this means in 2020 dollars is that they have to cut \$5 billion dollars from their budget. They are proposing to go digital and have the census be completely on-line. We have, however, a digital divide in Sacramento. Postcards will be sent out alerting people that they have to go on-line to be counted. Member Rodriguez is concerned about people that do not pay attention to the postcard. We can use administrative records, such as Medical and Social Security that have public assistance attached to them, but we know that those records are not intended to keep census records, so they may be incomplete. They are also changing the race and ethnicity question only for Hispanics. We are not sure if that question will cause a better count of Hispanics, or what the impact may be. This is being tested in the month of April in Los Angeles County and Harris County, Texas. She said that locally we can review the master file of addresses for our jurisdiction and inform the census bureau if they missed or incorrectly identified household addresses. This can be obtained through the Local Update of Census Addresses. She noted that in 2000 we were one of the eleven

hardest to count cities with a final response rate of 55 percent. That increased to 72 percent in 2010, and Member Rodriguez said we do not want to go any lower than that as the better our count, the better we can serve underserved children of the region.

Second Vice President Ryan thanked Member Cochrane for her leadership in ushering David Lubin Elementary School to STEAM school status and appreciates her active role in ensuring we are doing our best to recruit teachers. Her daughter's Kindergarten class wrote a letter requesting that Cesar Chavez Day be made a school holiday. Member Ryan is looking at this as well as the introduction of a resolution to recognize the life and achievements of Cesar Chavez. She also reported that she was part of the central kitchen task force tours to look at two sites being assessed. She hopes that they can choose a site and move with haste in a cost effective manner so that the needs of the food community are met and to also free up additional resources for projects in dire need. She was part of the California Education Policy Fund which came to look at Sacramento City Unified School District as a model of social-emotional learning and restorative justice work. One school they visited was Oak Ridge Elementary School. They spoke about the innovative and revolutionary work being done. She spoke about the new school wellness center she is sponsoring to make sure that young people at the school have a place to decompress and become mindful on challenging days. Also, the Studios for the Performing Arts, a partner with the Sacramento City Unified School District, opened this week. She has been a member of their board for the last year and a half which she joined to ensure that we would see tremendous educational benefits for students of the entire district. Finally, she shared that she was able to present to the PACE students at John F. Kennedy High School about civic engagement opportunities, advocacy, and lobbying. She has spoken to the group for the last three years and is impressed by them.

Member Arroyo announced that New Joseph Bonnheim Charter School will hold a community meeting on April 16th from 10:00 a.m. to 2:00 p.m. The event is called My Community Matters. They are bringing stakeholders and partners from the community together, and all are welcome to attend. The address is 7300 Marin Avenue, on the corner of 21st Avenue and 73rd Street. He commended Principal Cristie Wells-Artman and the parents for all their hard work in making the school a destination school. The agricultural-themed school is attracting attention from throughout the state.

Member Woo asked Member Rodriguez if there was any discussion on how the federal government will count Asian-Pacific Islanders regarding the census. Member Rodriguez said at this point the census feels the information has been disaggregated into its categories and that there was an over count in some communities. They have created an extra category as a lot of people once categorized as Middle Eastern in the Asian section did not self-identify as Asian.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Local Control Accountability Plan (LCAP) Annual Update: Measuring Progress **Information (Dr. Al Rogers)**

Chief Strategy Office Dr. Al Rogers began the presentation by introducing LCAP/SPSA Coordinator Cathy Morrison, Student Outcomes Coordinator Sara Pietrowski, and Will Jarrell from Pivot Learning Partners. He explained that the objectives of the presentation are to give the purpose of the annual update, the metrics and expenditures reported in the annual update for the 2015-16 school year, and reflection of priorities and how they have been met. They gave some background and then briefed the Board on the District's

progress to date by going over some District data and comparisons to other districts. He concluded by saying that the Board will see a draft of the 2016-17 LCAP at the next Board meeting. They will continue with community feedback on the draft and have a public hearing at the June 2nd Board meeting, followed by Board adoption on June 16th.

Public Comment:

Alex Visaya acknowledged Chief Communications Office Gabe Ross for heading up the LCAP and LCFF before handing over to Dr. Rogers. He commended Cathy Morrison as well. He spoke about pupil engagement and the importance of the early years of Kindergarten through Third Grade. He said that in the secondary level we need to double down on counselors that do the work of identifying students for advanced placement classes, especially for underrepresented ethnic groups.

Angie Sutherland thanked the presenters and said she is glad more data is now provided. She notices that met/exceed standards percentages go down as the special education students go through the grade levels. She asks if services are dropping off or perhaps it is harder for students to do well because of school climate. She feels this should be looked into. She noted that GATE participation is low for students with disabilities. She then read from Education Code: a school or district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups of the school, ethnic subgroups, socio-economically disadvantaged pupils, pupils with disabilities, foster youth, and homeless youth. She asked to please be sure that students with disabilities are always listed as one of the groups in District materials. She said the data was shared tonight, but students with disabilities were left out. She spoke about individual needs of the student and the climate needed.

Board Member Comments:

Second Vice President Ryan acknowledged the work of the team and their efforts to include the voice of the community and to work in partnership with the LCAP Parent Advisory Committee. She finds the data highlighting the achievement gaps troubling. She is interested in looking at the 20 point achievement gap between African-American students and their white counterparts both in English and Math. She wants to talk about concrete examples of work that will be done through the LCAP process to eliminate the gap. Dr. Rogers said there is quite a bit going on to address all student performance in Math. The Academic Office continues to support training and implementation of the Common Core standards to help teachers make that shift in their day to day teaching methodology. Additionally we have extensive expanded learning and tutoring support for students throughout the schools; he believes the vast majority of our schools are offering additional support for students in those areas. It is a District-wide effort, and we are seeing improvement, albeit it will take some time. Second Vice President Ryan pointed out that while we focus on lifting all student achievement, this does not necessarily eliminate achievement gaps. She wants to ensure that as we go forward with the auspices of having an equity office that we are actually looking at how we eliminate disproportionate achievement between our Caucasian, African-American, Latino, and Southeast Asian students. Member Ryan said she thinks we have to have targeted strategies that will do that which are outside of lifting student achievement and offering support to the entire District. She then asked how the African-American data compared to the white for CAASPP achievement stacks up against other neighboring districts. Dr. Rogers said some of the information was included, but the full data chart will be provided to her. Member Ryan said that if neighboring districts are doing better it behooves us to find out what they are doing that might be adopted and valuable in informing our LCAP plan. Lastly she mentioned that data showing the District has had an increase over the past year in suspension and expulsion troubles her, especially an increase in disproportionality. She mentioned this is a focus, that is school climate and restorative justice, of the LCAP and has been articulated as a priority of our Parent Advisory Committee and external community groups. She wants to see some concrete metrics for how we are going to address this disproportionality and ensure that our black and brown

students are being kept in the classroom on a path to college and career.

Member Woo asked Dr. Rogers if there is a target for English language learners to become proficient in English in three years and, if so, how the numbers get translated from between Third and Eighth Grades. Hopefully the English language learner in Third Grade is no longer an English language learner by Eighth Grade. Dr. Rogers said he does not have the redesignation rate data available this evening. Member Woo said this leads him to ask if we should be aggregating a low income Caucasian from a non-low income Caucasian for example. Similarly, he asked if we should aggregate an English language learner with respect to the different ethnicities. He also asked if the students with disabilities are combined with the general population of Caucasians, African-Americans, etc. Dr. Rogers said we can disaggregate the data in many ways and we do go beyond what the state requires. A lot of what drives the conversation on how data is disaggregated is the on-going learning and development of our teaching methods, as we are trying to discover better and more effective ways to support students to get at the nature of why we have this astonishing achievement gap. It does lead us to pull out different slices of the data. Member Woo said this is the point he was trying to get to, that the further one disaggregates the data, the better we might be able to target remediation towards that targeted group.

Superintendent Banda acknowledged the work that has been going on. When the work was started with LCFF and the developing LCAP, we were recognized as models for engaging our community and parents and getting information. We are very determined now to be able to say we want to track where those resources are going. We want to make sure we are being true to the process so that when we say we are putting an amount of dollars and resources toward certain groups of students that we are actually doing that. This is the next step; now we say we want to hold ourselves accountable and measure what we are doing. In this way we make sure that we put money where we said we would put it and to where the community and parents have helped guide us. We also want to make sure that those resources are being effective in increasing student achievement, but by really addressing the opportunity gap. It is painful to look at these numbers but we know, that as we build our data systems and make sure we have data integrity, that is the way we begin to improve. We have to be very intentionally targeted with what we are doing with the resources. Our goal is to say on an on-going basis what we are doing, what we are measuring, and here are the adjustments we have to make in order to maximize the opportunities our kids have to be successful. This will be layered on our big focus of what we are doing to make sure that our kids are college and career ready. We are very determined to make sure we are doing the best we can to provide supports and services to students and teachers. So this is just the painful beginning, but we will be focused on making sure we increase those numbers for success and that we truly address the opportunity gaps that exist.

Member Arroyo thanked the Superintendent for sharing that perspective. He agreed it is difficult to see these numbers. Moving forward, he would like to see specificity as to what we will be doing. During presentations he would like to see where we are currently and what the next steps are in terms of specific initiatives. This way the Board can provide confidence to the community that they are doing their job and as governing Board members are being held accountable by the community. They then extend that accountability to the Strategy and Innovation Office and so forth. He does not want to shy away from the numbers as this is the first step, although difficult. Then it is incumbent upon the Board and staff to show how we will be moving forward so that we do not have to hear these conversations year after year. Obviously this will take time, but this will have to be done to keep ourselves accountable as to how we are moving forward over the months and years. If presentations bear this type of news, the Board and community want to hear where we are going with it.

Member Rodriguez said when looking at the charts from a trend perspective, from 2009 to now, she feels the District has done well in all subgroups. We are moving incrementally, and this is to be expected with

a district as large as ours, so the improvement should be celebrated. It is not good enough or where we want to be, but we do need to acknowledge where we are. Member Rodriguez then referred to the slide which notes that 2015-16 expenditures are behind and that expenditure reporting is not finalized. This shows her that perhaps there is a lack of understanding at our school sites. She asks what we can do to help school sites understand that this is their pot of money that they need to spend on students today.

Member Cochrane asked how the LCAP team is tracking the rate of teachers appropriately assigned and fully credentialed. Dr. Rogers replied that this information was taken from Human Resources.

President Pritchett said thank you for the presentation and that the hard work of the team does not go unnoticed.

*10.2 Approve Request from the City of Sacramento to Amend the Joint Use Agreement at the School of Engineering and Sciences for the Purpose of Creating a Pop-Up Dog Park (Jim Dobson) **Action***

Director of Facilities Management and Operations Jim Dobson said that on October 16, 2007, the City and District entered into a Memo of Understanding (MOU) regarding the design and construction of the School of Engineering and Sciences joint use library and athletic fields. Subsequently the District filed for state funding through the joint use program. On February 14, 2011, the District received \$572,372 for the joint use project. This was not the total project cost, but mentioned so the Board is aware of the grant we received for submitting an MOU. It was reviewed by the California Department of Education (CDE) and deemed to meet the program requirements. Mr. Dobson then showed on the overhead which parcels are owned by the District, which are owned by the City of Sacramento, and a parcel owned by SMUD. The District has recently been approached by the City to amend or enter into a new agreement to change the use of the City's portion of the Sojourner Truth Park in establishing a dog park. The City intends that the baseball field area of the City property revert back to the City's exclusive use. If, however, the City decides not to construct a dog park at this site, the area may become available for District use. Mr. Dobson showed one last map and asked for Board direction. If approved, the Board will be directing staff to work with the City of Sacramento to craft an amendment agreeable to both parties.

*Public Comment:
None.*

Board Member Comments:

Member Rodriguez recalled that we used to own some of the property but gifted it for a library. Mr. Dobson said that we still own the property and showed the section we own on the map. We still own the property but have an MOU agreement with the City to operate the library. They own the building but the property is District owned. Member Rodriguez asked if we are generating any revenue from the agreement. Mr. Dobson said no; the school does not have a library, so there is an agreement that students use the public library during school hours. Member Rodriguez remembers some controversy surrounding the agreement and so wonders why the City wants to have a dog park now at this location. She also noted that the school does not have a sports program. In looking at a joint use, therefore, she would rather see something that can be utilized for sports and the public, such as a swimming pool.

Superintendent Banda shared his conversations with City Councilmen regarding why the dog park would be at this location. His understanding is that because that land is not being used by the school site and

not used regularly, it has become a de facto dog park. Although it is not officially a dog park, people have been getting their dogs out there for some time. So it has been based on community request and need. He also that if it was not designated as a dog park there, the next available spot is very far away from where the neighborhood would like to have it. So this is a community request, and the District and/or school is not using the property actively. If we need to do something else with it in the future, we can have that discussion and negotiation.

Member Woo said he also met with Councilmember Rick Jennings. Requests had been made from the community to the City Councilmember's office to locate a dog park in the area. Before deciding that this would be an ideal location for a dog park, Member Woo and the Councilmember approached then-principal Turkey and his successor to determine how much the students were using the area. They were using the land to the west of the now designated area for the dog park. Member Woo's concern was who would take care of the property once it left the responsibility of the District; they assured us that the City would be taking responsibility of that and that they had recently received a grant to house a temporary dog park there. Member Woo said people in his community were looking for a dog park and other locations were too far away, so he said let us have our people talk to each other, and this is the result of that. The students do not use the land, and the loss of that land is not going to inhibit the soccer and physical education that the students engage in out there now.

President Pritchett thanked Member Woo for clarifying that as she was going to ask how this would affect the students' physical education classes. She asked if that area will take over the softball fields. Mr. Dobson said his understanding is that the softball diamond will be removed and they will be installing a pop-up dog park. This is a temporary park with amenities that they received through a grant from PetSmart. It is supposed to act as temporary so that they can assess how many people use it. This is why there was a clause in their proposal that if they decide not to go forward with a permanent dog park then they would open discussions again about reverting back to school use. Member Pritchett asked if the students are not using the softball fields at all currently and if there has been a study done that shows that. Mr. Dobson said he does not know about a study, but that he did receive the same information as the Superintendent, which is that it was not being used to its fullest extent. He has not personally spoken to the site, however.

Member Rodriguez asked if we surveyed the students at the school. She feels losing the softball field would detract from attracting families to the school. She is sympathetic to the needs of animal owners, but as a Board member she needs to place the District interests first, so she would like to see a survey of the students so they can have a voice in this.

Second Vice President Ryan thanked Mr. Dobson for his presentation. She said in speaking with Chief Operations Officer Cathy Allen earlier regarding community feedback and the process moving forward, she learned that a de facto dog park was happening already. Also, part of us moving forward is to create clear understanding of who is responsible for maintenance. In other words, that it is not our school crew that is maintaining land that is being utilized outside of student use. Beyond that, she feels asking students their viewpoint is good. She understands that we would be developing an MOU and that we could attach a sunset date if we wanted to in case we decide later that there is a better use of the space.

President Pritchett noted that this is an Action Item and asked for a motion. Member Woo, in deference to Member Rodriguez's suggestion, made a motion to hold Action on the Item until the next Board meeting so that they can ask Principal Hays to survey the students and report back. Member Rodriguez seconded the motion, and it passed unanimously with Vice President Hansen absent.

Director of Facilities Management and Operations Jim Dobson presented an update on the Core Academic Renovation Project for West Campus High School. The architectural firm for the project is Stafford King Wiese. Mr. Dobson went over meetings held with the architects, principals, students, staff, community, and facilities staff to solicit ideas, concerns, and answer questions. He then went over the scope of the project and future schedule, provided photos, went over the budget, and then took questions.

Public Comment:

Maria Haro-Sullivan, a parent at West Campus, has been part of the bond process since inception. She noted, referring to Public Comment earlier, that it has always been very clear that the central kitchen has been one of the goals for the District. Regarding West Campus High School, she said it is a great school with great students, but the facilities are definitely lacking for a high school even though it is a small school. She said the students are kids that work really hard and they do not think the District pays attention to them because of the poor condition of the textbooks they receive. The students think they only get things as hand-me-downs from Hiram Johnson High School, and it surprised them that staff came to the school. Even after the visit, they still do not believe that improvements will be made to their school, because every time money is promised to West Campus High School, it gets diverted somewhere else. It was listed on the initial bond initiative, and she slowly sees money being taken away from them even though the school is low-income with 60 percent of the students on free and reduced lunch. She asked the Board to please remember when allocating the bond money that West Campus High School was on the bond initiative and that the site is in dire need.

Alex Visava said that West Campus High School is a great school, and he is happy to see the upcoming improvements.

Board Member Comments:

Member Rodriguez likes that the process involves the students. She agrees that the school has had need of improvement and said this is the right thing to do.

Member Arroyo echoed Ms. Haro-Sullivan's comments and invited each Board member to visit West Campus High School. He said it is easy to dismiss what is going on at the school because of their achievement scores. Most of the students are from south Sacramento. When you walk through the campus, one sees huge divisions; it used to be a middle school. The bathroom stall doors are face high and the classroom desks are small, for example. So seeing how these students are achieving in spite of the condition of the facilities, one knows that this is a very special, dedicated group of students and parents. Member Arroyo asked if this was the full amount, \$11 million dollars, allocated from the bond. Mr. Dobson answered that it was. Member Arroyo said that he will check with Mr. Dobson later; he wants to make sure that the integrity of amount allocated is really utilized on the campus. He knows there are great expectations on building out, but there are huge deficiencies that are also going on at the site. Mr. Dobson said that Member Arroyo might have seen a report that included some of the deferred maintenance projects; those were a little over a million dollars and included roofs on the main gym, the kitchen, and some of the covered walkways. Member Arroyo asked how basic needs, like drinking faucets that are not working, can be addressed. Mr. Dobson said that would be through Measure Q. He said he just highlighted some of the big picture items tonight that the students and staff highlighted. The design team will be working to cost all of it out, and there will be a prioritization of things they want and design techniques done to perhaps add additional value to drinking fountains, etc. Member Arroyo again invited every Board member to join him in visiting West Campus High School. He said they will be amazed at the disparity of facilities to level of dedication and achievement that is going on at the school.

10.4 Gifted and Talented Education (GATE) Policy Revision and Update
(Dr. Iris Taylor)

Conference/First Reading

Interim Chief Academic Officer Dr. Iris Taylor was joined by GATE Coordinator Kari Hanson-Smith. They presented proposed revisions to Board Policy No. 6172, Gifted and Talented Student Programs. They also gave an update on major initiatives within the department.

Public Comment:

Julieann Skvarla, a teacher at West Campus High School, said that this policy states that the District is committed to helping students that are academically gifted and talented reach their full potential and develop academically. She said, however, our sophomore advanced placement world history students suffer a serious disadvantage. Sophomores in this advanced placement course at West Campus are in need of a relevant advanced placement textbook. She showed an example of their current book, 10 years old, out of print, highly dilapidated, and no longer on the College Board's list of suggested textbooks. She informed the Board of the text needed, and asked that it be provided.

Angie Sutherland said she is happy to see a lot of good things added to the GATE policy. She spoke about the identification process, the educational opportunities, and the way the program is evaluated.

Board Member Comments:

Superintendent Banda acknowledged the work that Ms. Hanson-Smith and the department has done regarding revamping the culture that has existed in the identification and placement of students in advanced learning classes, including GATE. He said he is excited about the possibilities moving forward and our focus on equity. We know that what we are doing moving forward is something that is more fair and equitable in terms of how we identify students. Our plan is to assess all Third Grade students so that placement is based on cognitive abilities and not performance. The policy talks about removing exclusionary practices. He believes if we did a scatter map of where the kids are coming from we would see that it is disproportionate and has been exclusionary of certain groups of students. Early on we spoke about addressing the opportunity gap; that is, we have students that have the ability and potential but have not been exposed to the types of programs that will challenge them and keep them engaged in the school system. As Dr. Taylor mentioned, this will provide access and opportunity, especially to our most underrepresented students in the District. He is excited about the possibilities of really making sure that we remove the barriers that have kept a lot of our students out of the advanced learning programs. He is anxious to see this move forward, be able to track the students, and see what wonderful things they will be able to do given the opportunity to be in these advanced classes.

Second Vice President Ryan said she concurs with and appreciates Superintendent Banda's comments. She thanked Ms. Hanson-Smith and Dr. Taylor for taking the input that she and Board Member Woo provided as this moved through the Policy Committee. She is pleased to see the focus on equity and underrepresented students. The District has drawn criticism, she believes rightfully so, for our GATE policies in the past, and she feels this is a wonderful opportunity for us to ensure equitable representation moving forward. She appreciates how much due diligence was put into incorporating that into every fabric of the identification process and the work to be done moving forward. Second Vice President Ryan said she is happy to say that in our GATE cluster model we are working on having Hollywood Park Elementary School introduced as a GATE school in the coming school year. Also, a current challenge with Advanced Placement (AP) coursework is that, irrespective of how equitably we offer these courses, there is a lot of unfortunate nuances from college campus to campus in terms of acceptance. Right now the legislature has a bill that would standardize the AP cut score.

Member Arroyo thanked the presenters and the leadership of Superintendent Banda for making headway on this. He said it is the entry point that is at issue. While the policy stipulates exactly where we need to be, it is the implementation and follow-up where close attention will take place. He did not hear much about, however, the role of parents and how we go about informing them and publicizing that this is an option. He does not blame parents who are disproportionately taking advantage of the program by advocating for their kids. The only thing we need to do then is to make sure we empower every parent as much as possible to know that their child can be part of this type of program; the number one advocate for any given child is going to be their parent. He said he really wants to make sure that parents know that this is an option for their children. Regarding AP courses, he concurs with Second Vice President Ryan in terms of the discrepancy of who gets credit or not. A year ago the West Campus principal at that time brought in a tutor to help students take the AP test. He invested as much into this as he could because the benefit is multi-fold. Every time that a student takes the exam, he or she has an opportunity to save money once they are in college by taking less time and classes. Also, some students were getting free ride scholarships because AP scores are used as the measuring standard against every other school. Therefore when a school is really rising on the AP scores, colleges state and nationwide pay attention to that. Member Arroyo feels that this is an initiative where pennies of investment can have a lot more savings for District families in the form of tuition, college time, and scholarships. He would like to support high schools District-wide by finding a way to have each high school prep their students on how to take the AP test so as to reap the benefits of a higher score.

Member Rodriguez said that she has only one GATE school in Area 5 for K-6. Therefore GATE identified students in the area have to go to a different school, Pony Express Elementary and Camilla Basic, for example. She is pleased with the new policy, but does not know quite what to make of it as the presentation covered much more than the policy does. She thinks she may be able to understand this new way of GATE identification if it was presented with the Administrative Regulation (AR). This way she would be able to see not only the policy but also the implementation. She would then have a fuller understanding of how it will benefit the community she serves, which hardly has schools that are GATE identified. She looks forward to this as it is about equity; she is also thankful we have a Policy Committee that reviewed this and pushed for equity. She also found the AP performance results by subgroup interesting as it put all on an equal field. But in looking at the enrollment by subgroup, it is inequitable, as not all subgroups are represented at a very high level. Therefore Member Rodriguez said we must do a much better job identifying people from Hispanic, African-American, Asian-Pacific Islander, and English learner groups. When looking at performance by subgroup, all are pretty much on equal par, so this says we are not identifying those children who rightfully belong in the AP classes. She also has concerns with math misplacement in the District.

President Pritchett thanked the presenters and noted that this is a first reading and that the Item will return for approval.

10.5 Approve Resolution No. 2878: Notice of Layoff: Classified Employees – **Conference/Action
Reduction in Force Due to Lack of Funds and/or Lack of Work
(Cancy McArn)**

Chief Human Resources Officer Cancy McArn said that the department was before the Board two weeks ago with Classified Employee layoffs, and now there is an additional position identified. They ask for approval of the reduction of this additional position. This is an Assessment, Research, and Development Department position, and in this case the employee will have a position for next

year.

Public Comment:

None.

Board Member Comments:

Member Woo motioned to move the Item from Conference to Action. Member Rodriguez seconded, and the motion passed unanimously with Vice President Hansen absent. Member Woo then motioned to approve Resolution No. 2878. The motion was seconded by Member Ryan, and it was approved unanimously with Vice President Hansen absent.

11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

11.1 Business and Financial Information:

- *Enrollment and Attendance Report for Month 6 Ending February 19, 2016*

Board President Pritchett received the Enrollment and Attendance Report.

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *April 21, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *May 5, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

13.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting. Second Vice President Jessie Ryan motioned to adjourn the meeting in memory of Terry Johnson, a 20 year advocate and leader in the Oak Park community, who passed away the previous evening. The motion was seconded by Member Woo and passed unanimously. The meeting adjourned at 9:51 p.m.

José L. Banda, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk

Counter and on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1k

Meeting Date: May 5, 2016

Subject: New Board Policy No. 5111.1: District Residency

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: May 19, 2016)
- Conference/Action
- Action
- Public Hearing

Division: Enrollment Center; Legal Services

Recommendation: Approve new policy on District Residency, BP 5111.1.

Background/Rationale: Education Code Section 48204.2 was revised this past year to require that the District adopt a new policy regarding conducting residency investigations of students or prospective students. The proposed District policy provides that a trained District employee may conduct an investigation. The proposed policy follows the requirements of Ed. Code 48204.2 regarding appropriate conduct of such an investigation prohibiting surreptitious photographing or videotaping and requiring truthful identification of the investigator.

Financial Considerations: NA

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Board Policy 5111.1, District Residency

Estimated Time of Presentation: N/A

Submitted by: Raoul Bozio, Manager II, Legal Services, Ken McPeters, Director Enrollment Center

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Legal Services Office

New Board Policy 5111.1, District Residency
May 5, 2016



I. OVERVIEW / HISTORY

Education Code Section 48204.2 was revised this past year to require that the District adopt a new policy regarding conducting residency investigations of students or prospective students. The proposed District policy provides that a trained District employee may conduct an investigation. The proposed policy follows the requirements of Ed. Code 48204.2 regarding appropriate conduct of such an investigation prohibiting surreptitious photographing or videotaping and requiring truthful identification of the investigator.

The associated AR requires revisions in order to align it with the new policy on various topics. Included in the revised AR is the new requirement of Ed. Code 48204 that qualifies a student for residency if the student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. Lastly, the AR clarifies the immediate enrollment for Homeless and Foster Youth.

II. DRIVING GOVERNANCE

Education Code Sections 48204 and 48204.2, govern determinations of District Residency.

III. BUDGET

There are no additional costs associated with this policy.

IV. GOALS, OBJECTIVES, AND MEASURES

The goal is to ensure that District residency requirement and procedures are consistent with California law and District procedures generally.

V. MAJOR INITIATIVES

Compliance with the governing Education Code provisions is consistent with the District's goals of ensuring it is equitably serving its community.

VI. RESULTS

Results will be to ensure that that District residency requirement and procedures are consistent with California law and District procedures generally and hence avoid any unnecessary litigation concerning such matters.

Board of Education Executive Summary

Legal Services Office

New Board Policy 5111.1, District Residency
May 5, 2016



VII. LESSONS LEARNED / NEXT STEPS

Continued enforcement and monitoring of new and existing requirements regarding conducting residency investigations and District admission requirements.

Sacramento City USD

Board Policy

District Residency

BP 5111.1

Students

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status. No student seeking residency shall be denied enrollment based on race, religion, ethnicity, gender, gender identity, gender expression, sexual orientation, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to

determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent's designee of a determination that district residency requirements were not met, the Superintendent's designee shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's designee's decision shall be final.

Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international

exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)

(cf. 6145.6 - International Exchange)

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-48204.2 Evidence of residency

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CSBA PUBLICATIONS

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Information on the Rights of All Children to Enroll in School: Questions and Answers for States,
School Districts and Parents, 2012

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

Adopted:



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.11

Meeting Date: May 5, 2016

Subject: Revision to Board Policy No. 3513.3: Tobacco Free Schools

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: May 19, 2016)
- Conference/Action
- Action
- Public Hearing

Division: Legal Services, Youth Services, Student Health

Recommendation: Approve revisions to Policy 3513.3

Background/Rationale: The current BP 3513.3, Tobacco Free Schools, does not specifically prohibit the use of nicotine delivery devices such as e-cigarettes or other vapor-emitting devices intended to mimic cigarettes, whether such contain nicotine or not. This revised BP includes a prohibition on these types of materials. The revision to this policy should help to settle any ambiguities regarding this matter.

Financial Considerations: NA

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary
2. Revised Board Policy 3513.3, Tobacco Free Schools, red-lined version
3. Revised Board Policy 3513.3, Tobacco Free Schools, clean version

Estimated Time of Presentation: N/A

Submitted by: Raoul Bozio, Manager II, Legal Services

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Legal Services Office

Revised Board Policy 3513.3, Tobacco Free Schools
May 5, 2015



I. OVERVIEW / HISTORY:

The current BP 3513.3, Tobacco Free Schools, does not specifically prohibit the use of nicotine delivery devices such as e-cigarettes or other vapor-emitting devices intended to mimic cigarettes, whether such contain nicotine or not. This revised BP includes a prohibition on these types of materials. The revision to this policy should help to settle any ambiguities regarding this matter, and a few instances of such have arisen regarding the use of such products by employees on District campuses.

II. DRIVING GOVERNANCE:

Health and Safety Code 104420 mandates districts such as SCUSD receiving Tobacco-Use Prevention Education (TUPE) funds to adopt a tobacco-free schools policy that prohibits the use of tobacco anytime, anywhere in district-owned or leased buildings, on district property, and in district vehicles. Such districts must certify compliance with this requirement by submitting a California Department of Education (CDE) certification form and supporting documentation to the county office of education's TUPE coordinator by July 1 in order to apply for TUPE funding for that fiscal year. The certification process also requires submission of the district's written policy and enforcement procedures.

State law does not define "tobacco products" for purposes of the district's tobacco-free schools policy. The CDE recommends that a district's policy define "tobacco products" to include products containing tobacco or nicotine, including nicotine delivery devices such as electronic cigarettes, electronic hookah, and other vapor-emitting devices.

III. BUDGET:

The fiscal impact of this measure is minimal given that traditional tobacco products are already prohibited.

IV. GOALS, OBJECTIVES, AND MEASURES:

As noted above, this policy revision is designed to clarify an existing ambiguity in District Policy. The inclusion of nicotine delivery devices such as e-cigarettes or other vapor-emitting devices should help provide for a healthy environment and a good example for District students.

Board of Education Executive Summary

Legal Services Office

Revised Board Policy 3513.3, Tobacco Free Schools
May 5, 2015



V. MAJOR INITIATIVES:

Consistent with LCAP goals, this policy is designed to provide a safe and effective learning environment for all students and employees and to provide a healthy example for students.

VI. RESULTS:

The intent is to create a safe school environment for all students and employees.

VII. LESSONS LEARNED/NEXT STEPS:

Monitor the implementation of this new policy and provide trainings for school administration.

Sacramento City USD

Board Policy

Tobacco-Free Schools

BP 3513.3

Business and Noninstructional Operations

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)

(cf. 4159/4259/4359 - Employee Assistance Programs)

(cf. 5030 - Student Wellness)

(cf. 5131.62 - Tobacco)

(cf. 5141.23 - Asthma Management)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

~~The Governing Board recognizes the health hazards associated with tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. Employees are encouraged to serve as models for good health practices that are consistent with the district's instructional programs.~~

~~In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 USC 6083, Labor Code 6404.5)~~

~~(cf. 5131.62 - Tobacco)~~

~~(cf. 6142.8 - Comprehensive Health Education)~~

~~(cf. 6143 - Courses of Study)~~

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

The products prohibited include any product containing tobacco or nicotine, including, but not

limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

~~The Board further prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students and visitors at any activity or athletic event on property owned, leased or rented by or from the district.~~

~~The Superintendent or designee shall inform students, parents/guardians, employees and the public about this policy and related procedures.~~

~~(cf. 4118—Suspension/Disciplinary Action)~~

~~(cf. 4218—Dismissal/Suspension/Disciplinary Action)~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

~~Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.~~

~~The Superintendent or designee shall maintain a list of clinics and other resources which may assist individuals who wish to stop using tobacco products.~~

~~(cf. 4159/4259/4359—Employee Assistance Programs)~~

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

LABOR CODE

6404.5 Occupational safety and health: use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services
7111-7117 Safe and Drug Free Schools and Communities Act

PERB RULINGS

Eureka Teachers Assn v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Public Health, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

Environmental Protection Agency: <http://www.epa.gov>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: November 5, 2001

Revised: November , 2015

Sacramento City USD

Board Policy

Tobacco-Free Schools

BP 3513.3

Business and Noninstructional Operations

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)

(cf. 4159/4259/4359 - Employee Assistance Programs)

(cf. 5030 - Student Wellness)

(cf. 5131.62 - Tobacco)

(cf. 5141.23 - Asthma Management)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

LABOR CODE

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Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: November 5, 2001

Revised: November , 2015



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1

Meeting Date: May 5, 2016

Subject: 2016-17 Local Control Accountability Plan (Draft)

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

Division: Strategy and Innovation Office

Recommendation: None

Background/Rationale: A first draft LCAP is provided for community review and input prior to the Public Hearing.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Executive Summary
2. First Draft LCAP

<p>Estimated Time of Presentation: 10 minutes</p> <p>Submitted by: Dr. Al Rogers, Chief Strategy Officer Cathy Morrison, Coordinator, LCAP</p> <p>Approved by: José Banda, Superintendent</p>
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I. OVERVIEW / HISTORY

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF), requires that every Local Education Agency is expected to write a Local Control and Accountability Plan (LCAP). The 2016-17 school year represents the third year of LCFF.

II. DRIVING GOVERNANCE

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan ("LCAP") using a template adopted by the State Board of Education ("SBE"), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

Ed Code 52061 further outlines the requirements for the Annual Update. Districts must:

- Review changes in the applicability of the district's LCAP goals;
- Review progress towards goals and assessment of the effectiveness of the specific actions, and any changes to be taken as a result of the review and assessment;
- Provide a listing and description of expenditures implementing the specific actions, and any changes to be made as a result of the review and assessment;
- Provide a listing and description of the expenditures that serve pupils designated as high need as defined by the LCFF and Ed Code section 42238.01 (low income, English Learners, homeless and foster youth), as well as pupils redesignated as fluent English proficient.

III. BUDGET

Funds provided through the state's Local Control Funding Formula represent approximately 65% of the district's total revenue.

IV. GOALS, OBJECTIVES, AND MEASURES

Districts are required to show that they have increased and improved services for the following targeted students:

- English Language Learners
- Students eligible for free and reduced price meals program
- Foster Youth
- Homeless students



V. MAJOR INITIATIVES

The LCAP provides focus and direction for the work of the school district. The forthcoming Strategic Plan will provide direction for the district's LCAP going forward. The Data Dashboard in development will be a tool for all stakeholders to easily access LCAP data and other important district data at a district level, site level and [for parents and caregivers] at a student level.

VI. RESULTS

The district is sharing a first draft LCAP in order to receive community feedback in advance of the draft that will be read at Public Hearing June 2, 2016. The period for feedback will be from May 5, 2016 – May 27, 2016.

LCAP Parent Advisory Committee and the LCAP English Learner Parent Advisory Committee (a subcommittee of the District English Learners Advisory Committee) will provide written comments to the Superintendent on or before May 18, 2016. The Superintendent will respond in writing to these comments prior to the Public Hearing. The district will consider all other comments from stakeholder groups.

VII. LESSONS LEARNED / NEXT STEPS

- The LCAP Public Hearing will take place at the June 2, 2016 board meeting (with the 2016-17 budget).
- The LCAP for 2016-17 must be adopted at the June 16, 2016 board meeting (with the 2016-17 budget), and forwarded to the Sacramento County Office of Education within five days of adoption and prior to July 1, 2016.
- Sacramento County Office of Education will review SCUSD's LCAP on or before August 15.

Introduction:

LEA: Sacramento City USD **Contact (Name, Title, Email, Phone Number):** José L. Banda, Superintendent, superintendent@scusd.edu, 916 643-7400 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

DRAFT

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Sacramento City Unified School District (SCUSD) has been recognized as a leader in stakeholder engagement. The district continues to provide all stakeholders multiple opportunities to provide advice and consult on the development of the LCAP. Attached at the end of the LCAP is a matrix indicating dates, locations, and activities conducted with stakeholders during 2015-16.</p> <p>In tandem with the LCAP development process this year is the revision of the</p>	<p>The Needs Assessment report has been used to update and clarify the identified needs for each goal listed in Section 2 of the LCAP.</p>

existing district Strategic Plan. Community conversations around the Strategic Plan have been used to inform the LCAP.

The first milestone for the strategic planning process was producing the district Needs Assessment. The Needs Assessment report was written after looking at district data: achievement data, climate data, operations data and budget data. Additionally, staff conducted "role-alike" focus groups of parents, teachers, students, administrators and classified staff; and examined innovative work in similar districts within California and nationally.

Strategic Plan Community Priority Survey - Online and at School sites
November 9, 2015 - January 4, 2016.

The survey presented four proposed goals for the draft Strategic Plan, and included actions for each goal, and proposed services. Stakeholders were asked to rank priorities for achieving the proposed district goals. The proposed goals surveyed: College and Career Ready; Safe, Clean and Healthy Schools; Family and Community Engagement; Operational Excellence.

Community members were advised that the Strategic Plan provides district vision and the LCAP is the way the district allocates resources and programs to support the vision.

LCAP Parent Advisory Committee

LCAP Parent Advisory Committee is comprised of 16 members. Each elected Board member appoints two members and the Superintendent appoints two. The committee is comprised of a majority of parents. Careful attention is provided so that the interests of all of SCUSD's significant subgroups are represented on this committee: Low Income, English Learner, Foster Youth and Homeless. The committee is co-facilitated by district staff and an elected parent member.

The LCAP Parent Advisory Committee was appointed by the Board of Education November 19, 2015.

Meeting dates and topics/planned topics:
December 7 - Introduction, Committee Role and Purpose

Survey results:

Approximately 1,743 respondents took the survey either online or with a Public Education Volunteer. The top priority for the community was hiring, training and retaining high quality teaching staff, with providing supports and interventions to close the achievement gap the next priority. Programs to support positive school climate and family and community engagement received widespread support.

The district received a small number of responses that indicated that there is a level of "burnout" or skepticism about surveys offered, which will impact the format of the spring survey on the LCAP.

Examples of the LCAP Parent Advisory Committee's comments on the outlined LCAP shared 4/4/16 that the district has incorporated:

- Be sure to indicate in the document which services are maintained, which are new, and which are expanded.
- Need to more fully address Foster Youth in the document.
- Professional learning should include vertical articulation, especially in grades K-3.
- Maintain the level of SROs (do not increase). Maintain the funding out of base (not supplemental / concentration).
- Academic counselors need training so that level of service is consistent across the district.

Examples of suggestions and questions that are addressed by the strategic plan, or that will be considered in the future:

January 4 - The relationship between the LCAP and the LEA Plan
 February 1 - LCFF and the Budget
 March 7 - Annual Update Metrics and Expenditures
 April 4 - LCAP Draft Outlined * Joint meeting with LCAP EL PAC
 May 9 - LCAP Draft Comments by May 18 * Joint meeting with LCAP EL PAC
 June 6 - Reflection and Next Steps

- Need to hire more diverse staff (Hispanic/Latino, bilingual, African American) to reflect the students that are served.
- Ensure that teacher and staff professional learning is examined for impact on student learning.
- Research suggests more arts opportunities would be beneficial to student engagement.
- Need to have mobile support services that can support students where there is not a resource on campus.
- What is the root cause of absence? drop out? Is there data to guide the district to improve these metrics?
- Provide reclassification metrics by language group.

LCAP English Learner Advisory Committee

In response to community input during the previous school year, the district implemented an LCAP English Learner Parent Advisory Committee. The committee is a subcommittee of the District English Learners Advisory Committee (DELAC). Applications were available from September 5 - November 18. Nine persons applied for the committee. The planned size was between 8 and 16 members, all 9 were included. The committee is mainly comprised of parents, and the meetings are facilitated in English and Spanish. One member is assigned to report back to the DELAC on the activities of the committee.

The LCAP English Learner Parent Advisory Committee's comments on the outlined LCAP shared 4/4/16:

- There is a need for more bilingual staff to support parents and caregivers as well as students
- High schools need more counselors

The meeting schedule and topics parallel the LCAP Parent Advisory Committee.

Meeting dates and topics/planned topics:

December 14 - Introduction, Committee Role and Purpose
 January 11 - The relationship between the LCAP and the LEA Plan
 February 9 - LCFF and the Budget
 March 14 - Annual Update Metrics and Expenditures
 April 4 - LCAP Draft Outlined * Joint meeting with LCAP PAC
 May 9 - LCAP Draft Comments by May 18 * Joint meeting with LCAP PAC
 June 13 - Reflection and Next Steps

LCAP Capacity-Building Workshops

Three interactive workshops were offered to all district stakeholders. Publicity was provided by multiple methods: email, "Messenger" phone reminders, the Principals Bulletin board, and social media. Staff personally invited parents, Parent Leadership Pathway participants, LCAP Parent Advisory Committees, as well as other community partners and groups. Translation and childcare are provided.

January 12 - Deep Dive into the LCAP

Objective: Overview of the law, its purpose, and an interactive review of the SCUSD LCAP to explain the document organization, budget codes, etc.

February 11 - Local Control Funding - Hands On Workshop

Objective: To review the law and understand the district resources that are provided by LCFF. Provided a guide to district allocations. Offered in partnership with the Chief Business Officer and Budget Services Director.

March 8 - Data Boot Camp

Objective: Understanding the metrics that are included in the LCAP; reviewed the Annual Update metrics and discussed potential metrics to include in the future. Offered in partnership with Assessment, Research and Evaluations.

District English Learners Advisory Committee (DELAC)

Meeting Dates:

- November 19: Recruit for LCAP EL Parent Advisory Committee
- January 20: Share District Needs Assessment
- February 17: LCAP Training
- April 20: Annual Update
- May 18: LCAP Draft and Comments

LCAP trainings attracted about 25 participants each session, including parents and community advocates.

Participants who attended all these sessions provided very positive feedback about the value of the information presented.

The Data Boot Camp group also reviewed three styles of surveys in order to determine the best approach with our community members. The choices were:

- ranking priorities on a scale of 1 - 5
- a Likert scale from strongly agree to strongly disagree
- an open ended comment box.

The overwhelming preference was for a Likert scale, and an open ended comment box for each goal section.

The SCUSD DELAC is growing in capacity. The leadership is new and very interested in sharing the importance of becoming involved as the parent of an English Learner.

At the January 20 meeting, participants were asked to name effective strategies for supporting EL students, and for building parent engagement. The responses summarized:

Academic supports found effective by parents:

- Teacher's assistant specific to help EL students only
- The "Wireless Generation" reading program on the computer
- Supplemental Education Services with 1:5 ratio by teachers
- "Read 180" and "System 44" individual reading programs
- Small group intervention by bilingual aides and bilingual resource teachers

Student Advisory Council (SAC)

The Student Advisory Council participated in focus groups to inform the Needs Assessment.

Student Advisory Council members shared the draft Strategic Plan as PEVs.

Meeting Dates:

- September 24: Focus group
- November 12: PEV training on first draft Strategic Plan (later shared with SAC general association)
- May: TBA

Collective Bargaining Groups / District Staff

Staff presented information to the district's bargaining partners throughout the year. The district's website has a permanent link to LCAP Resources on the home page, and frequent articles in the "e-Connection" and staff newsletter advised of progress.

Presentation of LCAP draft and Annual Update:.

- Sacramento City Teachers Association (SCTA) - not scheduled yet
- United Professional Educators - May 3
- Classified Supervisors Association - May 12
- Service Employees International Union - May 4
- Teamsters - May 12

Parent Engagement Supports:

- Training is needed for parents on how to support students with homework, assignments, etc. Provide professional development for parents.
- The academic standards are more rigorous and parents must understand the challenges of the classrooms.
- Hold meetings at convenient times for the parents and the school district must send messages with simplified information for all parents.
- Parents of English Learners need to participate in School Site Council
- Build relationships with home visits

The Student Advisory Council is comprised of representatives from all 13 high schools.

The Student Advisory Council Executive board participated in Public Education Volunteer training in November and then trained their larger Advisory Council to gain widespread student response to the Strategic Plan survey in November.

Students would prefer a simpler survey with less educational jargon. The LCAP Community Guide and the next survey will be reviewed by students for language content.

All divisions of staff, particularly certificated, were strongly represented in the survey process, advocating for class size reduction and increases in FTEs for nurses, custodians and counselors.

Community Planning Process and LCAP Survey

No response available at this time

The LCAP will be posted for the public on May 5, 2016 and available for comment through the website or a paper survey until May 27, 2016.

School Site Engagement (May 5 - 27, 2016)

No response available at this time

The district will produce an updated Community Guide to capture the key sections of the LCAP: Goals, Actions, Services and Expenditures and the Annual Update metrics.

A communications toolkit will be provided to every principal so they will be able to facilitate staff and parent meetings at their respective sites. Weekly updates and reminders will be provided through the Principals Bulletin Board. All district schools are requested to hold a meeting in which the LCAP and survey were shared.

Members of the LCAP Parent Advisory Committee, and the LCAP EL Parent Advisory Committee have been asked to support the district with outreach to their networks. Family and Community Engagement staff will also be driving forces in reaching out to school sites.

Other district committees will be engaged on the draft LCAP and Annual Update:

- Community Advisory Committee on Special Education
- Indian Education Parent Advisory Committee
- GATE Parent Advisory Committee
- School Climate Collaborative
- Black Parallel School Board - December 5
- Sacramento Council of PTAs
- Community Priority Coalition

LCAP Public Hearing: June 2

LCAP Board Adoption (with the district budget): June 18

Annual Update:

The Annual Update metrics and expenditures were shared with stakeholder groups on these dates in 2016:

- LCAP Parent Advisory Committee: March 7
- LCAP English Learner Parent Advisory Committee: March 14
- DELAC: April 20
- Data "Boot Camp" workshop March 11
- SCUSD Executive Cabinet April 4
- Board of Education April 7
- Student Advisory Council: TBA
- Service Employees International Union - May 4
- Sacramento City Teachers Association (SCTA) - TBA
- United Professional Educators - May 3
- Classified Supervisors Association - May 12
- Teamsters - May 19

Annual Update:

The metrics were shared in table format (attached as an appendix to the LCAP). Activities were color-coded to indicate targets met, in progress, or not met.

Comments that impact the LCAP draft:

- Continue with robust disaggregation to include all significant subgroups
- Concern about the effectiveness of professional learning and its impact on the implementation of Common Core
- How does the district measure the effectiveness of counselors?
- What is the district response to the chronic absence rate and the disproportionate suspensions by race?
- There is a need for a reliable measure for school climate
- Can the district report teacher vacancy rate in addition to mis-assignment rate?
- Implementation of ELD standards, by professional learning, does not appear to be working.
- The expenditures that we reviewed don't reflect an impact on the students. We aren't seeing results from the school sites that are using the LCAP funds.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>Increase the percent of students who are on-track to graduate college and career ready.</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Action 1.3: Develop an infrastructure for ongoing analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify <u>SCUSD Strategic Plan Pillar I; GTS</u></p>
<p>Identified Need :</p>	<p>Sacramento City Unified School District's (SCUSD) goal is to provide students with a relevant, rigorous and well-rounded education that includes 21st century career exploration and that meets four-year college and university requirements. We've continued to invest in professional learning for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks, and enjoy school. Financial challenges have slowed, but not curtailed our efforts to develop clear expectations about what students need to know and master at every grade level.</p> <p>However, after two years of LCFF, growth is flat. There is a need to raise proficiency among all students, and to narrow the achievement gap for underperforming students to ensure college and career readiness. White and Asian students are outperforming African American and Hispanic/Latino students. English learners are not progressing toward proficiency on a pace with similar districts or the state. College and career readiness indicators such as completion of A-G courses, passing an Advanced Placement test with a score of 3 or better, and exceeding standards on the 11th grade CAASPP need to be increased for all subgroups, but at a greater rate for African American students, Hispanic/Latino students, and students with disabilities.</p> <p>In almost all outcome areas, it is necessary to reduce disproportionate representation of subgroups so that the percentages mirror the district population. In addition to demographic subgroups, the educational outcomes of foster youth, homeless, and sexually exploited youth should mirror that of the general student population.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase Cohort graduation rate by .65% a year until 90% or greater rates are achieved.
- Establish baseline for growth toward proficiency with 2014-2015 CAASPP.
- Continue implementation of Common Core State Standards in ELA and Math. Determine a method to assess level of implementation.
- Establish baseline for growth toward proficiency with SCUSD Benchmarks 1 and 2
- Continue implementation of English Language Development standards professional learning
- Meet Federal targets for English Learners:
 AMAO # 1: 57%
 AMAO # 2: Cohort 1 21%, Cohort 2 48%
- Increase reclassification rate to meet or exceed the county (7%) average.
- Continue implementation of Next Generation Science standards professional learning.
- Continue implementation of Visual and Performing Arts standards professional learning.
- Maintain textbook sufficiency. For all schools inspected, no insufficiency.
- Maintain course access at 100%.
- Increase percent of students who demonstrate college and career readiness as measured by the 11th Grade CAASPP test.
- Increase percent of participation in GATE in demographic subgroups to reduce disproportionality.
- Increase percent of African American and Hispanic/Latino students identified as Gifted and Talented to reach parity with White and Asian students.
- Increase A-G completion rate by 2%.
- Increase the percent of students scoring 3 or above on AP exams.
- Increase the percent of students enrolled in 9th - 12th grade Linked Learning Pathways / Career Academy by 5% a year until a threshold of 60% is reached.
- Maintain teacher mis-assignment rate at less than 1 percent.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
<p>1.1 A</p> <p>A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. Early kindergarten through third grade classes will be a maximum of 24 students per class.</p>	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies</p> <p>1000-4000 Base 261,800,000</p> <p>Class size reduction cost (from 29:1 to 24:1)</p> <p>1000-4000 Suppl/Con 14,546,000</p>
<p>1.1 B</p> <p>Offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards. Provide professional learning opportunities to K-3 teachers in differentiated instruction and grouping strategies to maximize effectiveness of class size reduction. Professional learning should also include use of a multi-tiered system of supports.</p>	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Professional Learning for CCSS and other state standards for teachers, principals and support staff.</p> <p>1000-4000 Other TBA</p> <p>Maintain district training specialists</p> <p>1000-3000 Title I 2,200,000</p> <p>1000-3000 Title III 634,726</p> <p>1000-3000 Suppl/Con 240,000</p>
<p>1.1 C</p> <p>Site-initiated professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, especially to support low income, English learners, foster and homeless youth.</p>	School wide: SICs Elder Creek John Still Nicholas Pacific Peter Burnett S.E.S. TSs Ethel Phillips Tahoe Subs: California	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Site Instruction Coordinators</p> <p>1000-3000 Sup 07 F/R 493,212</p> <p>1000-3000 Sup 09 EL 112,345</p> <p>Training specialists at school sites</p> <p>1000-3000 Sup 07 F/R 108,231</p> <p>1000-3000 Sup 09 EL 27,176</p> <p>Professional Learning: Teacher Substitutes</p> <p>1000-3000 Sup 07 F/R 123,290</p> <p>1000-3000 Sup 09 EL 19,529</p> <p>Professional Learning: Conference Travel</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 31,000</p>

	<p>Camellia Basic Caroline Wenzel Cesar E. Chavez Father Keith B. Kenny Golden Empire Hubert H. Bancroft Isador Cohen John F. Kennedy Leataata Floyd Mark Twain Martin L. King, Jr. Peter Burnett Pony Express Sam Brannan Sutterville * Tahoe Theodore Judah* West Campus William Land</p> <p>Conferenc es: Albert Einstein Camellia</p>		<p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 20,166</p> <hr/> <p>Professional Learning: Instructional Support (i.e. SCOE, ELD instruction)</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R 75,729</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL 59,900</p>
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Basic Capital City School Cesar E. Chavez Edward Kemble Hollywood Park John Still Rosa Parks S.E.S. Sam Brannan Washingto n PL Contracts: American Legion Earl Warren Edward Kemble Geneviev e F. Didion* John Bidwell Leataata Floyd Mark Twain Peter Burnett Phoebe A. Hearst* Rosemont Washingto n Will C.		
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	Wood		
<p>1.1 D</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p>	<p>School wide:</p> <p>A.M. Winn Abraham Lincoln Albert Einstein Alice Birney* American Legion AAB Health Prof. C.K. McClatchy Caleb Greenwood* California Camellia Basic Caroline Wenzel Capital City School Cesar E. Chavez Crocker/Riverside* David Lubin Earl Warren Edward Kemble Elder Creek Ethel I.</p>	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	<p>Supplemental instructional materials</p> <p>4000-4999: Books And Supplies Sup 07 F/R 1,077,170</p> <hr/> <p>4000-4999: Books And Supplies Sup 09 EL 209,194</p> <p>Production services</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 89,370</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 16,235</p>

Baker Ethel Phillips Father Keith B. Kenny Fern Bacon Genevieve F. Didion* Golden Empire H.W. Harkness Hiram Johnson Hollywood Park Hubert H. Bancroft Isador Cohen James W. Marshall John Bidwell John D. Sloat John F. Kennedy John Still Kit Carson Leonardo da Vinci* Luther Burbank Mark Twain Martin L. King, Jr. Matsuyama O.W.		
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	<p>Erlewine Oak Ridge Pacific Parkway Phoebe A. Hearst* Pony Express Rosa Parks Rosemont S.E.S. Sam Brannan Susan B. Anthony Sutter Sutterville Tahoe Theodore Judah* Washingto n West Campus Will C. Wood William Land Woodbine</p>		
<p>1.1 E Provide instructional technology resources to ensure a quality CCSS implementation.</p>	<p>School wide: Abraham Lincoln Albert Einstein American Legion Caleb Greenwood*</p>	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Instructional technology as specified by each school site 4000-4999: Books And Supplies Sup 07 F/R 377,675</p> <hr/> <p>4000-4999: Books And Supplies Sup 09 EL 61,964</p> <hr/> <p>4000-4999: Books And Supplies Title I 66,380</p>

Camellia Basic Capital City School Cesar E. Chavez David Lubin Edward Kemble Ethel I. Baker Geneviev e F. Didion* Hiram Johnson Hollywood Park Isador Cohen John Cabrillo Kit Carson Leataata Floyd Mark Twain Matsuyam a O.W. Erlewine Pacific Phoebe A. Hearst* Pony Express Rosemont S.E.S. Sam Brannan Sequoia Susan B		
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	<p>Anthony Tahoe Theodore Judah* Washington Will C. Wood</p>		
<p>1.1 F</p> <p>Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Professional learning should also include use of a multi-tiered system of supports.</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Professional Learning opportunities for special education teachers and resource specialists</p> <hr/> <p>1000-3000 Base 100,000</p> <p>Maintain School Psychologists for Special Education</p> <hr/> <p>1000-3000 Suppl/Con TBA</p> <p>Maintain Instructional Assistants for special education classes</p> <hr/> <p>2000-3000 Base 15,000,000</p> <p>Special education transfer from LCFF Base 1000-4000 Base 44,900,000</p>
<p>1.1 G</p> <p>Provide professional learning of "communities of practice," and job-embedded coaching to increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative and support career technical education that will prepare students for post-secondary education and careers.</p>	<p>District wide, 7-12 grades</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintain Linked Learning State Initiative staff and materials. Highlighted are:</p> <ul style="list-style-type: none"> • Work-based learning and career technical education are provided at all high schools • Maintain partnership with U-CAN to provide support and mentors to students interested in attending a historically black college or university • Maintain relationship with Envision Learning Partners to receive technical assistance in support of Pathways, Student Portfolio and Defense of Learning • Expand the California College Guidance Initiative (CCGI) that helps students and families explore career and college options. <hr/> <p>1000-3000 Suppl/Con 2,304,000</p> <hr/> <p>1000-3000 Grant 896,000</p>
<p>1.1 H</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Increase Academic Counselors (12 more FTE)</p>

<p>Provide academic and career counseling to support students. Provide targeted assistance to low-income, EL, foster students and students with disabilities in career/college readiness activities and guidance.</p>	<p>High schools and middle schools School wide McClatchy (tech)</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-3000 Suppl/Con 5,045,000 College and Career Technician 2000-3000 Sup 07 F/R 46,589</p>
<p>1.1 I Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Foster Youth Program Associates (three positions) 2000-3000 TBA</p>
<p>1.1 J Librarian/media technicians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain District librarians (1.0 FTE) at comprehensive high schools and West Campus; and (.5 FTE) at middle schools, Kit Carson, Leonardo DaVinci, Rosa Parks and John Still 1000-3000 Suppl/Con 1,300,000</p>
<p>1.1 K Librarian/media technicians at school sites assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>School wide Bret Harte C.K. McClatchy Caroline Wenzel David Lubin Earl Warren</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Librarians and media technicians at school sites 2000-3000 Sup 07 F/R 335,354 Computer technician at Hiram Johnson High School 2000-3000 Sup 07 F/R 98,927 Library and reference books at school sites 4000-4999: Books And Supplies Sup 07 F/R 41,506</p>

	<p>Edward Kemble Golden Empire John Still Martin L. King, Jr. Matsuyama O.W. Erlewine Sam Brannan Sutterville Theodore Judah*</p>		<p>Sup 09 EL 22,041</p>
<p>1.1 L Construct a strong foundation for early childhood learning with preschool and early (transitional) kindergarten. Enhance school readiness and achievement over time with early literacy.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Head Start and State Preschool funding: staff, facilities, curricular resources, and supplemental materials. 1000-4000 14,500,000 Maintain Early Kindergarten program at 8 district sites. 1000-4000 Suppl/Con 1,260,000 Maintain Parent Participation Preschool. 1000-4000 Suppl/Con 230,000</p>
<p>1.2 A Offer interventions and supports to address the academic needs of low income, English learner, foster youth and students with disabilities. School sites will monitor student progress and identify students in need of additional support.</p>	<p>School wide: Resource Teachers: AM Winn Albert Einstein Bret Harte California Earl Warren Ethel Phillips Fern Bacon</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Resource Teachers 1000-3000 Sup 07 F/R 1,640,795 1000-3000 Sup 09 EL 453,592 Teacher Extra Pay (per diem) for Intervention 1000-3000 Sup 07 F/R 327,439 Sup 09 EL 75,589 Reading Partners at school sites: Ethel Phillips, Pacific, Wenzel 1000-4000 Sup 07 F/R 32,071 Sup 09 EL 12,557</p>

Hubert H.
Bancroft
James W.
Marshall
John
Bidwell
John F.
Kennedy
John Still
Kit Carson
Luther
Burbank
Nicholas
Rosa
Parks
Rosemont
S.E.S.
Sequoia
Sutter
Tahoe
West
Campus
Will C.
Wood

Intervention:
Abraham
Lincoln
Albert
Einstein
Alice
Birney*
California
Camellia
Basic
Cesar E.
Chavez
Crocker/Riverside*
Father
Keith B.
Kenny
Fern

	<p>Bacon Golden Empire Hollywood Park Hubert H. Bancroft John F. Kennedy John Still Leonardo da Vinci* Mark Twain Matsuyama Pacific Peter Burnett Pony Express S.E.S. Sam Brannan Susan B. Anthony Sutterville Tahoe Theodore Judah* Washington West Campus William Land</p>		
<p>1.2 B</p> <p>Instructional assistants provide classroom support and directed individual attention to struggling students while the teacher facilitates whole classroom or small group instruction. Instructional assistants assigned to foster</p>	<p>School wide</p> <p>A.M. Winn Abraham Lincoln</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Instructional Assistants 2000-3000 Sup 07 F/R 684,074</p> <p>Bilingual Instructional Assistants</p> <p>2000-3000 Sup 07 F/R 724,282</p> <p>Bilingual Instructional Assistants in Language Immersion</p>

<p>youth provide 1:1 assistance outside of the classroom.</p>	<p>Alice Birney* Bret Harte C.K. McClatchy Camellia Basic Capital City School Caroline Wenzel David Lubin Earl Warren Elder Creek Golden Empire Hiram Johnson Hollywood Park Isador Cohen James W. Marshall John Cabrillo Mark Twain Martin L. King, Jr. Nicholas Pacific Parkway Peter Burnett Pony Express Rosa Parks Susan B.</p>	<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Programs 2000-3000 Title III 38,256 Foster Youth Instructional Assistants 2000-3000 Other</p>
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	<p>Anthony Sutterville Will C. Wood William Land Woodbine</p> <p>Bilingual: A.M. Winn Arthur A. Benjamin HP Ethel I. Baker Ethel Phillips Father Keith B. Kenny H.W. Harkness John Bidwell John D. Sloat John Still Leonardo da Vinci* Matsuyam a O.W. Erlewine Oak Ridge Parkway Susan B. Anthony Tahoe William Land</p>		
<p>1.2 C Expanded learning services provide before, during, and</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Maintain after school expanded learning programs at 61 sites, and before-school programs at 11 sites. 1000-4000 Grant 11,400,000</p>

<p>after school interventions, especially for low income and English learners. Continue to offer summer programming to prevent learning loss (Summer Matters) and to build leadership skills (Summer of Service, Summer at City Hall).</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 D Update EL Master Plan based on research, aligned to CA ELD Policy, and in accordance with the CA ELA/ELD Framework. Provide EL professional learning for principals, district staff and other leaders.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Expand Multilingual literacy department staff and resource materials 1000-4000 Suppl/Con 100,000 Maintain Management Information Technician 2000-3000 Title III 90,000</p>
<p>1.2 E Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>GATE Resource Teacher 1000-3000 Base 95,000</p>
<p>1.2 F Expand access to the International Baccalaureate program by providing on-going professional learning, providing curricular resources, and community outreach to ensure that low income, English learners, and under represented demographic groups are enrolled.</p>	<p>IB Schools: Luther Burbank Kit Carson Caleb Greenwood</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Site Instruction Coordinator and Resource Teachers 1000-3000 Suppl/Con 550,000 Conferences 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 6,500</p>
<p>1.3 A Provide collaboration time, including vertical alignment, for teachers to analyze student work and monitor student progress. School sites will monitor progress and identify students who are in need of additional supports.</p>	<p>District wide School wide:</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Maintain district benchmark assessments and the data management system contract (Illuminate). Implement data dashboard for internal and external use (Tableau) 5000-5999: Services And Other Operating Expenditures Base 130,000</p>

<p>Develop an EI data plan to support schools' monitoring of EL progress so as to provide effective procedures and reporting for annual testing, reclassification, and follow-up of reclassification services.</p>	<p>Albert Einstein Caleb Greenwood d* Camellia Basic Cesar E. Chavez David Lubin Edward Kemble Ethel I. Baker Hollywood Park Isador Cohen Mark Twain Matsuyama O.W. Erlewine Pacific Peter Burnett Pony Express Sutterville Theodore Judah* Washington West Campus William Land iReady, etc. Tahoe Abraham</p>	<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Teacher Substitutes for Academic Conferences</p> <hr/> <p>1000-3000 Sup 07 F/R 115,137</p> <hr/> <p>Sup 09 EL 15,500</p> <hr/> <p>Contracts for diagnostic/intervention programs such as iReady</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 25,500</p> <hr/> <p>Sup 09 EL 13,500</p> <hr/> <p>Multilingual Management Information Technician (no expense, included in 1.2 D)</p>
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	Lincoln Earl Warren Edward Kemble		
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LCAP Year 2: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase Cohort graduation rate by .65% a year until 90% or greater rates are achieved.</p> <p>Continue to measure growth toward proficiency with 2015-2016 CAASPP.</p> <p>Continue to measure implementation of Common Core State Standards in ELA and Math.</p> <p>Continue to measure growth toward proficiency with SCUSD Benchmarks 1 and 2</p> <p>Continue implementation of English Language Development standards professional learning</p> <p>Meet Federal targets for English Learners: AMAO # 1: As per Federal target AMAO # 2: As per Federal target</p> <p>Increase reclassification rate to meet or exceed the county (7%) average.</p> <p>Continue implementation of Next Generation Science standards professional learning.</p> <p>Continue implementation of Visual and Performing Arts standards professional learning.</p> <p>Maintain textbook sufficiency. For all schools inspected, no insufficiency.</p> <p>Maintain course access at 100%.</p> <p>Increase percent of students who demonstrate college and career readiness as measured by the 11th Grade CAASPP test.</p> <p>Increase percent of participation in GATE in demographic subgroups to reduce disproportionality.</p> <p>Increase percent of African American and Hispanic/Latino students identified as Gifted and Talented to reach parity with White and Asian students.</p> <p>Increase A-G completion rate by 2%.</p> <p>Increase the percent of students scoring 3 or above on AP exams.</p> <p>Increase the percent of students enrolled in 9th - 12th grade Linked Learning Pathways / Career Academy by 5% a year until a threshold of 60% is reached.</p> <p>Maintain teacher mis-assignment rate at less than 1 percent.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
<p>1.1 A</p> <p>A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. Early kindergarten through third grade classes will be a maximum of 24 students per class.</p>	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies</p> <p>1000-4000 Base 261,800,000</p> <p>Class size reduction cost</p> <p>1000-4000 Suppl/Con 14,546,000</p>
<p>1.1 B</p> <p>Offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards. Provide professional learning opportunities to K-3 teachers in differentiated instruction and grouping strategies to maximize effectiveness of class size reduction. Professional learning should also include use of a multi-tiered system of supports.</p>	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Professional Learning for CCSS and other state standards for teachers, principals and support staff.</p> <p>1000-4000 Other TBA</p> <p>Maintain district training specialists</p> <p>1000-3000 Title I 2,200,000</p> <p>1000-3000 Title III 634,726</p> <p>1000-3000 Suppl/Con 240,000</p>
<p>1.1 C</p> <p>Site-initiated professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, especially to support low income, English learners, foster and homeless youth.</p>	School wide: TBA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Site Instruction Coordinators</p> <p>1000-3000 Sup 07 F/R 493,212</p> <p>1000-3000 Sup 09 EL 112,345</p> <p>Training specialists at school sites</p> <p>1000-3000 Sup 07 F/R 108,231</p> <p>1000-3000 Sup 09 EL 27,176</p> <p>Professional Learning: Teacher Substitutes</p> <p>1000-3000 Sup 07 F/R 123,290</p> <p>1000-3000 Sup 09 EL 19,529</p> <p>Professional Learning: Conference Travel</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 31,000</p>

			<p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 20,166</p> <p>Professional Learning: Instructional Support (i.e. SCOE, ELD instruction)</p> <p>5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R 75,729</p> <p>5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL 59,900</p>
<p>1.1 D</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p>	<p>School wide:</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Supplemental instructional materials</p> <p>4000-4999: Books And Supplies Sup 07 F/R 1,077,170</p> <p>4000-4999: Books And Supplies Sup 09 EL 209,194</p> <p>Production services</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 89,370</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 16,235</p>
<p>1.1 E</p> <p>Provide instructional technology resources to ensure a quality CCSS implementation.</p>	<p>School wide:</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Instructional technology as specified by each school site</p> <p>4000-4999: Books And Supplies Sup 07 F/R 377,675</p> <p>4000-4999: Books And Supplies Sup 09 EL 61,964</p> <p>4000-4999: Books And Supplies Title I 66,380</p>
<p>1.1 F</p> <p>Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Professional learning should also include use of a multi-tiered system of supports.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Professional Learning opportunities for special education teachers and resource specialists</p> <p>1000-3000 Base 100,000</p> <p>Maintain School Psychologists for Special Education</p> <p>1000-3000 Suppl/Con TBA</p> <p>Maintain Instructional Assistants for special education classes</p>

<p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>			<p>2000-3000 Base 15,000,000 Special education transfer from LCFF Base 1000-4000 Base 44,900,000</p>
<p>1.1 G Provide professional learning of "communities of practice," and job-embedded coaching to increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative and support career technical education that will prepare students for post-secondary education and careers.</p>	<p>District wide, 7-12 grades</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Linked Learning State Initiative staff and materials. Highlighted are:</p> <ul style="list-style-type: none"> • Work-based learning and career technical education are provided at all high schools • Maintain partnership with U-CAN to provide support and mentors to students interested in attending a historically black college or university • Maintain relationship with Envision Learning Partners to receive technical assistance in support of Pathways, Student Portfolio and Defense of Learning • Expand the California College Guidance Initiative (CCGI) that helps students and families explore career and college options. <p>1000-3000 Suppl/Con 2,304,000 1000-3000 Grant 896,000</p>
<p>1.1 H Provide academic and career counseling to support students. Provide targeted assistance to low-income, EL, foster students and students with disabilities in career/college readiness activities and guidance.</p>	<p>District wide High schools and middle schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Increase Academic Counselors (12 more FTE) 1000-3000 Suppl/Con 5,045,000</p>
<p>1.1 I Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population.</p>	<p>District wide</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Foster Youth Program Associates (three positions) 2000-3000 TBA</p>
<p>1.1 J</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Maintain District librarians (1.0 FTE) at comprehensive high</p>

<p>Librarian/media technicians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>schools and West Campus; and (.5 FTE) at middle schools, Kit Carson, Leonardo DaVinci, Rosa Parks and John Still</p> <p>1000-3000 Suppl/Con 1,300,000</p>
<p>1.1 K Librarian/media technicians at school sites assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>School wide TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Librarians and media technicians at school sites</p> <p>2000-3000 Sup 07 F/R 335,354</p> <p>Computer technician at Hiram Johnson High School</p> <p>2000-3000 Sup 07 F/R 98,927</p> <p>Library and reference books at school sites</p> <p>4000-4999: Books And Supplies Sup 07 F/R 41,506</p> <p>Sup 09 EL 22,041</p>
<p>1.1 L Construct a strong foundation for early childhood learning with preschool and early (transitional) kindergarten. Enhance school readiness and achievement over time with early literacy.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Head Start and State Preschool funding: staff, facilities, curricular resources, and supplemental materials.</p> <p>1000-4000 14,500,000</p> <p>Maintain Early Kindergarten program at 8 district sites. 1000-4000 Suppl/Con 1,260,000</p> <p>Maintain Parent Participation Preschool</p> <p>1000-4000 Suppl/Con 230,000</p>
<p>1.2 A Offer interventions and supports to address the academic needs of low income, English learner, foster youth and students with disabilities. School sites will monitor student progress and identify students in need of additional support.</p>	<p>School wide: TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Resource Teachers</p> <p>1000-3000 Sup 07 F/R 1,640,795</p> <p>1000-3000 Sup 09 EL 453,592</p> <p>Teacher Extra Pay (per diem) for Intervention</p> <p>1000-3000 Sup 07 F/R 327,439</p> <p>Sup 09 EL 75,589</p>

			Reading Partners at school sites 1000-4000 Sup 07 F/R 32,071 Sup 09 EL 12,557
1.2 B Instructional assistants provide classroom support and directed individual attention to struggling students while the teacher facilitates whole classroom or small group instruction. Instructional assistants assigned to foster youth provide 1:1 assistance outside of the classroom.	School wide TBA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Assistants 2000-3000 Sup 07 F/R 684,074 Bilingual Instructional Assistants 2000-3000 Sup 07 F/R 724,282 Bilingual Instructional Assistants in Language Immersion Programs 2000-3000 Title III 38,256 Foster Youth Instructional Assistants 2000-3000 Other
1.2 C Expanded learning services provide before, during, and after school interventions, especially for low income and English learners. Continue to offer summer programming to prevent learning loss (Summer Matters) and to build leadership skills (Summer of Service, Summer at City Hall).	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain after school expanded learning programs at 61 sites, and before-school programs at 11 sites. 1000-4000 Grant 11,400,000
1.2 D Update EL Master Plan based on research, aligned to CA ELD Policy, and in accordance with the CA ELA/ELD Framework. Provide EL professional learning for principals, district staff and other leaders.	District wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expand Multilingual literacy department staff and resource materials 1000-4000 Suppl/Con 100,000 Maintain Management Information Technician 2000-3000 Title III 90,000
1.2 E Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE Resource Teacher 1000-3000 Base 95,000

<p>1.2 F</p> <p>Expand access to the International Baccalaureate program by providing on-going professional learning and providing curricular resources.</p>	<p>IB Schools: Luther Burbank Kit Carson Caleb Greenwood</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Site Instruction Coordinator and Resource Teachers</p> <p>1000-3000 Suppl/Con 550,000</p> <p>Conferences</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 6,500</p>
<p>1.3 A</p> <p>Provide collaboration time, including vertical alignment, for teachers to analyze student work and monitor student progress. School sites will monitor progress and identify students who are in need of additional supports. Develop an EI data plan to support schools' monitoring of EL progress so as to provide effective procedures and reporting for annual testing, reclassification, and follow-up of reclassification services.</p>	<p>District wide School wide TBA</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintain district benchmark assessments and the data management system contract (Illuminate). Implement data dashboard for internal and external use (Tableau)</p> <p>5000-5999: Services And Other Operating Expenditures Base 130,000</p> <p>Teacher Substitutes for Academic Conferences</p> <p>1000-3000 Sup 07 F/R 115,137</p> <p>Sup 09 EL 15,500</p> <p>Contracts for diagnostic/intervention programs such as iReady</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 25,500</p> <p>Sup 09 EL 13,500</p> <p>Multilingual Management Information Technician (no expense, included in 1.2 D)</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase Cohort graduation rate by .65% a year until 90% or greater rates are achieved.</p> <p>Continue to measure growth toward proficiency with 2016--2017 CAASPP.</p> <p>Continue to measure implementation of Common Core State Standards in ELA and Math.</p> <p>Continue to measure growth toward proficiency with SCUSD Benchmarks 1 and 2</p> <p>Continue implementation of English Language Development standards professional learning</p> <p>Meet Federal targets for English Learners: AMAO # 1: As per Federal target AMAO # 2: As per Federal target</p> <p>Increase reclassification rate to meet or exceed the county (7%) average.</p> <p>Continue implementation of Next Generation Science standards professional learning.</p> <p>Continue implementation of Visual and Performing Arts standards professional learning.</p> <p>Maintain textbook sufficiency. For all schools inspected, no insufficiency.</p> <p>Maintain course access at 100%.</p> <p>Increase percent of students who demonstrate college and career readiness as measured by the 11th Grade CAASPP test.</p> <p>Increase percent of participation in GATE in demographic subgroups to reduce disproportionality.</p> <p>Increase percent of African American and Hispanic/Latino students identified as Gifted and Talented to reach parity with White and Asian students.</p> <p>Increase A-G completion rate by 2%.</p> <p>Increase the percent of students scoring 3 or above on AP exams.</p> <p>Increase the percent of students enrolled in 9th - 12th grade Linked Learning Pathways / Career Academy by 5% a year until a threshold of 60% is reached.</p> <p>Maintain teacher mis-assignment rate at less than 1 percent.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
<p>1.1 A</p> <p>A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. Early kindergarten through third grade classes will be a maximum of 24 students per class.</p>	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies</p> <p>1000-4000 Base 261,800,000</p> <p>Class size reduction cost (from 29:1 to 24:1)</p> <p>1000-4000 Suppl/Con 14,546,000</p>
<p>1.1 B</p> <p>Offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards. Provide professional learning opportunities to K-3 teachers in differentiated instruction and grouping strategies to maximize effectiveness of class size reduction. Professional learning should also include use of a multi-tiered system of supports.</p>	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Professional Learning for CCSS and other state standards for teachers, principals and support staff.</p> <p>1000-4000 Other TBA</p> <p>Maintain district training specialists</p> <p>1000-3000 Title I 2,200,000</p> <p>1000-3000 Title III 634,726</p> <p>1000-3000 Suppl/Con 240,000</p>
<p>1.1 C</p> <p>Site-initiated professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, especially to support low income, English learners, foster and homeless youth.</p>	School wide: TBA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Site Instruction Coordinators</p> <p>1000-3000 Sup 07 F/R 493,212</p> <p>1000-3000 Sup 09 EL 112,345</p> <p>Training specialists at school sites</p> <p>1000-3000 Sup 07 F/R 108,231</p> <p>1000-3000 Sup 09 EL 27,176</p> <p>Professional Learning: Teacher Substitutes</p> <p>1000-3000 Sup 07 F/R 123,290</p> <p>1000-3000 Sup 09 EL 19,529</p> <p>Professional Learning: Conference Travel</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 31,000</p>

			<p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 20,166</p> <p>Professional Learning: Instructional Support (i.e. SCOE, ELD instruction)</p> <p>5800: Professional/Consulting Services And Operating Expenditures Sup 07 F/R 75,729</p> <p>5800: Professional/Consulting Services And Operating Expenditures Sup 09 EL 59,900</p>
<p>1.1 D</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p>	<p>School wide:</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Supplemental instructional materials</p> <p>4000-4999: Books And Supplies Sup 07 F/R 1,077,170</p> <p>4000-4999: Books And Supplies Sup 09 EL 209,194</p> <p>Production services</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 89,370</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 16,235</p>
<p>1.1 E</p> <p>Provide instructional technology resources to ensure a quality CCSS implementation.</p>	<p>School wide:</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Instructional technology as specified by each school site</p> <p>4000-4999: Books And Supplies Sup 07 F/R 377,675</p> <p>4000-4999: Books And Supplies Sup 09 EL 61,964</p> <p>4000-4999: Books And Supplies Title I 66,380</p>
<p>1.1 F</p> <p>Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Professional learning should also include use of a multi-tiered system of supports.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Professional Learning opportunities for special education teachers and resource specialists</p> <p>1000-3000 Base 100,000</p> <p>Maintain School Psychologists for Special Education</p> <p>1000-3000 Suppl/Con TBA</p> <p>Maintain Instructional Assistants for special education classes</p>

<p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>			<p>2000-3000 Base 15,000,000 Special education transfer from LCFF Base 1000-4000 Base 44,900,000</p>
<p>1.1 G Provide professional learning of "communities of practice," and job-embedded coaching to increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative and support career technical education that will prepare students for post-secondary education and careers.</p>	<p>District wide, 7-12 grades</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Linked Learning State Initiative staff and materials. Highlighted are:</p> <ul style="list-style-type: none"> • Work-based learning and career technical education are provided at all high schools • Maintain partnership with U-CAN to provide support and mentors to students interested in attending a historically black college or university • Maintain relationship with Envision Learning Partners to receive technical assistance in support of Pathways, Student Portfolio and Defense of Learning • Expand the California College Guidance Initiative (CCGI) that helps students and families explore career and college options. <p>1000-3000 Suppl/Con 2,304,000 1000-3000 Grant 896,000</p>
<p>1.1 H Provide academic and career counseling to support students. Provide targeted assistance to low-income, EL, foster students and students with disabilities in career/college readiness activities and guidance.</p>	<p>District wide High schools and middle schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Increase Academic Counselors (12 more FTE) 1000-3000 Suppl/Con 5,045,000</p>
<p>1.1 I Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Foster Youth Program Associates (three positions) 2000-3000 TBA</p>
<p>1.1 J</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Maintain District librarians (1.0 FTE) at comprehensive high</p>

<p>Librarian/media technicians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>schools and West Campus; and (.5 FTE) at middle schools, Kit Carson, Leonardo DaVinci, Rosa Parks and John Still</p> <p>1000-3000 Suppl/Con 1,300,000</p>
<p>1.1 K Librarian/media technicians at school sites assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>School wide TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Librarians and media technicians at school sites</p> <p>2000-3000 Sup 07 F/R 335,354</p> <p>Computer technician at Hiram Johnson High School</p> <p>2000-3000 Sup 07 F/R 98,927</p> <p>Library and reference books at school sites</p> <p>4000-4999: Books And Supplies Sup 07 F/R 41,506</p> <p>Sup 09 EL 22,041</p>
<p>1.1 L Construct a strong foundation for early childhood learning with preschool and early (transitional) kindergarten. Enhance school readiness and achievement over time with early literacy.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Head Start and State Preschool funding: staff, facilities, curricular resources, and supplemental materials.</p> <p>1000-4000 14,500,000</p> <p>Maintain Early Kindergarten program at 8 district sites. 1000-4000 Suppl/Con 1,260,000</p> <p>Maintain Parent Participation Preschool</p> <p>1000-4000 Suppl/Con 230,000</p>
<p>1.2 A Offer interventions and supports to address the academic needs of low income, English learner, foster youth and students with disabilities. School sites will monitor student progress and identify students in need of additional support.</p>	<p>School wide: TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Resource Teachers</p> <p>1000-3000 Sup 07 F/R 1,640,795</p> <p>1000-3000 Sup 09 EL 453,592</p> <p>Teacher Extra Pay (per diem) for Intervention</p> <p>1000-3000 Sup 07 F/R 327,439</p> <p>Sup 09 EL 75,589</p>

			Reading Partners at school sites: Ethel Phillips, Pacific, Wenzel 1000-4000 Sup 07 F/R 32,071 Sup 09 EL 12,557
1.2 B Instructional assistants provide classroom support and directed individual attention to struggling students while the teacher facilitates whole classroom or small group instruction. Instructional assistants assigned to foster youth provide 1:1 assistance outside of the classroom.	School wide TBA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Assistants 2000-3000 Sup 07 F/R 684,074 Bilingual Instructional Assistants 2000-3000 Sup 07 F/R 724,282 Bilingual Instructional Assistants in Language Immersion Programs 2000-3000 Title III 38,256 Foster Youth Instructional Assistants 2000-3000 Other
1.2 C Expanded learning services provide before, during, and after school interventions, especially for low income and English learners. Continue to offer summer programming to prevent learning loss (Summer Matters) and to build leadership skills (Summer of Service, Summer at City Hall).	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain after school expanded learning programs at 61 sites, and before-school programs at 11 sites. 1000-4000 Grant 11,400,000
1.2 D Update EL Master Plan based on research, aligned to CA ELD Policy, and in accordance with the CA ELA/ELD Framework. Provide EL professional learning for principals, district staff and other leaders.	District wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expand Multilingual literacy department staff and resource materials 1000-4000 Suppl/Con 100,000 Maintain Management Information Technician 2000-3000 Title III 90,000
1.2 E Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE Resource Teacher 1000-3000 Base 95,000

<p>1.2 F</p> <p>Expand access to the International Baccalaureate program by providing on-going professional learning and providing curricular resources.</p>	<p>IB Schools: Luther Burbank Kit Carson Caleb Greenwood</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Site Instruction Coordinator and Resource Teachers</p> <p>1000-3000 Suppl/Con 550,000</p> <p>Conferences</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 6,500</p>
<p>1.3 A</p> <p>Provide collaboration time, including vertical alignment, for teachers to analyze student work and monitor student progress. School sites will monitor progress and identify students who are in need of additional supports. Develop an EI data plan to support schools' monitoring of EL progress so as to provide effective procedures and reporting for annual testing, reclassification, and follow-up of reclassification services.</p>	<p>District wide School wide TBA</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintain district benchmark assessments and the data management system contract (Illuminate). Implement data dashboard for internal and external use (Tableau)</p> <p>5000-5999: Services And Other Operating Expenditures Base 130,000</p> <p>Teacher Substitutes for Academic Conferences</p> <p>1000-3000 Sup 07 F/R 115,137</p> <p>Sup 09 EL 15,500</p> <p>Contracts for diagnostic/intervention programs such as iReady</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 25,500</p> <p>Sup 09 EL 13,500</p> <p>Multilingual Management Information Technician (no expense, included in 1.2 D)</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p> <p>Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.).</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>			
<p>Identified Need :</p>	<p>SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. A well maintained and welcoming environment is consistently identified as a top priority by all stakeholders. Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school.</p> <p>Review of district discipline data shows the need to reduce disproportionality in suspension rates for African American and Hispanic/Latino students. Although greater attention has been placed on reducing the numbers of suspensions, with some schools using restorative practices as a discipline alternative, resulting in a drop in overall suspensions, at the same time African American student suspensions increased while white student suspensions decreased. For Hispanic/Latino students, the suspension rate decreased but not in proportion to their overall enrollment.</p> <p>Students and families need social supports in order to be successful. Approximately 68% of students receive free and reduced-price meals, which is an indicator of potential barriers to learning (health and mental health challenges, transportation, physical resources) that must be ameliorated in order to provide readiness to learn.</p> <p>There is a need to include exposure to the arts, particularly in elementary school, project-based learning, and extracurricular activities that keep students engaged and build leadership skills. Many students do not have access to these activities outside of the school setting.</p>				
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="317 1149 638 1192"> <p>Schools:</p> </td> <td data-bbox="638 1149 2003 1192"> <p>All</p> </td> </tr> <tr> <td data-bbox="317 1192 638 1318"> <p>Applicable Pupil Subgroups:</p> </td> <td data-bbox="638 1192 2003 1318"> <p>All</p> </td> </tr> </table>	<p>Schools:</p>	<p>All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Schools:</p>	<p>All</p>				
<p>Applicable Pupil Subgroups:</p>	<p>All</p>				

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%.
- Maintain each school will have at least 12 hours of custodial time weekly (86.5 FTE).
- Maintain each school site Plant Manager (71 FTE).
- District-wide attendance rates will increase to 96.5% to for all.
- Chronic Absence rates will decrease to:
 - Elementary: 10.2%
 - K-8: 9.9%
 - Middle: 11.6 %
 - High: 20.5%
 - Low income: 13.2%
 - EL: 9.5%
 - Foster Youth: 28.5%
- High School suspension rate will decrease to 7%.
- Drop out rate will decrease to 4% for all, 4% for Low income, 7.5% for EL.
- Maintain a middle school drop out rate of less than 1 percent.
- Establish a baseline to measure school climate and social emotional competencies with results from the Spring 2016 Social Emotional Learning (SEL) survey results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 A: Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.	District wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain staffing levels of custodians (86 FTE) and plant managers (71 FTE). 2000-3000 Base 8,778,584 2000-3000 Suppl/Con 4,000,000
2.1 B: Ensure that school sites are clean, welcoming and well-	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Maintain custodial operational supplies as a supplement to school site operational supplies.

<p>maintained with sufficient supplies</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 175,256 4000-4999: Books And Supplies Suppl/Con 650,000</p>
<p>2.2 A Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Safe Schools Manager 2000-3000 Base 130,000 Maintain School Resource Officers at 2015-16 staffing level 5000-5999: Services And Other Operating Expenditures Base 1,150,000</p>
<p>2.2 B Support for school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>School wide: Hiram Johnson Leataata Floyd Oak Ridge Parkway Ethel I. Baker Father Keith B. Kenny</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assistant Principals at school sites 1000-3000 Sup 07 F/R 537,688 1000-3000 Sup 09 EL 14,175</p>
<p>2.2 C: Support for school sites in maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>School wide Edward Kemble Oak Ridge Theodore Judah Health Profession</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Campus Monitors, Walking Attendants, Noon Duty 2000-3000 Sup 07 F/R 113,705 Contract with Mercy Housing (Leataata Floyd) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 25,000</p>

	<p>s Ethel I. Baker Father Keith B. Kenny Pacific Leataata Floyd</p>		
<p>2.2 D: Implement an integrated approach to school climate with SPARK. This new framework will provide a roadmap for schools to become more positive, dynamic, and supportive places to learn. SPARK thoughtfully integrates SEL, PBIS, and Restorative Practices. All district schools will participate in SPARK at one of three levels, based on the site's self-assessment.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hire SPARK Training specialists 1000-3000 Suppl/Con TBA Implement SPARK Summer Professional Learning 5000-5999: Services And Other Operating Expenditures Suppl/Con TBA Expand SPARK Supplemental Materials 4000-4999: Books And Supplies Suppl/Con TBA Maintain SEL Director 1000-3000 Grant 1000-3000 Suppl/Con 130,000 Maintain SEL Training Specialist 1000-3000 Suppl/Con TBA Maintain SEL Professional Learning 5000-5999: Services And Other Operating Expenditures Suppl/Con TBA SEL Materials 4000-4999: Books And Supplies Suppl/Con TBA</p>
<p>2.2 E: Continued support and training for Bully Prevention. Facilitate resolution of suspected bullying reports with safety plans and action plans for involved students.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Maintain Bullying Prevention Specialist 2000-3000 Base 130,000 Maintain Bullying Prevention Materials</p>

<p>Ensure recognition of the effect of privilege, oppression and micro-aggressions in suspected bullying.</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 70,000</p>
<p>2.2 F Resource materials to ensure a positive school climate at schools.</p>	<p>School wide Alice Birney* Capital City School Cesar E. Chavez Edward Kemble Genevieve F. Didion* Isador Cohen John Bidwell John Still Mark Twain Pacific Peter Burnett Sam Brannan William Land</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Books and supplemental materials 1000-4000 Sup 07 F/R 69,501 1000-4000 Sup 09 EL 18,161</p>
<p>2.2 G Community-based programs and district staff support families and schools to prevent attendance problems.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>Attendance, Dropout Prevention Specialist 1000-3000 Suppl/Con 95,000</p>

		(Specify)	
<p>2.2 H</p> <p>School-based staff support families and schools to prevent attendance problems and create a safe, caring school environment.</p>	<p>School wide</p> <p>Health Professions</p> <p>Hubert Bancroft</p> <p>Hollywood Park</p> <p>American Legion</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Office Clerks</p> <p>2000-3000 Sup 07 F/R 23,606</p> <p>Student Outreach Workers</p> <p>2000-3000 Sup 07 F/R 40,000</p> <p>2000-3000 Sup 09 EL 4,000</p>
<p>2.2 I</p> <p>Physical health supports are provided by district nurses and health aides.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain District Nurses (25.9 FTE)</p> <p>1000-3000 Suppl/Con TBA</p> <p>Maintain Nursing Staff: Health Aides, Technicians</p> <p>2000-3000 Suppl/Con TBA</p> <p>Maintain District Immunization Clinic</p> <p>1000-4000 Suppl/Con 15,400</p>
<p>2.2 J</p> <p>Physical health supports are provided at school sites by nurses.</p>	<p>School wide</p> <p>Ethel I. Baker</p> <p>Kit Carson</p> <p>Pacific</p> <p>Peter Burnett</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Nurses at school sites</p> <p>1000-3000 Sup 07 F/R 122,871</p>
<p>2.2 K</p> <p>District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Student Support Services Specialist, Social Worker and Family Advocate</p> <p>1000-4000 Suppl/Con 200,000</p>

		(Specify)	
2.2 L	<p>School wide:</p> <p>C.K. McClatchy Edward Kemble Hiram Johnson John D. Sloat A.M. Winn Abraham Lincoln Bret Harte Caroline Wenzel Earl Warren Elder Creek Ethel Phillips John Bidwell John Still Rosa Parks Parkway Father Keith B. Kenny</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Learning Support Coordinators and Specialists, Social Workers</p> <hr/> <p>1000-3000 Sup 07 F/R 417,366</p> <hr/> <p>1000-3000 Sup 09 EL 13,000</p>
2.2 M	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Homeless Services Coordinator</p> <hr/> <p>1000-4000 TBA</p> <hr/> <p>Supplemental materials (school and hygiene supplies)</p> <hr/> <p>4000-4999: Books And Supplies TBA</p>

<p>community referrals, and education support services under McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths.</p>		<p><u>Homeless students</u></p>	
<p>2.2 N Support for Foster Youth and commercially sexually exploited youth to ensure they receive equal access to educational opportunities. Case management services include: school enrollment and attendance support services, records retrieval, needs appraisal and evaluation, crisis management, and coordination with external agencies.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Commercially sexually exploited youth</u></p>	<p>Foster Youth Services Program Staff 1000-4000 TBA</p>
<p>2.3 A: Funds to support technology-based activities, project-based learning, extended extracurricular and other enrichment program involvement.</p>	<p>School wide Mark Twain John Still Hollywood Park Abraham Lincoln A. M. Winn</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assemblies 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3,000 Hmong Literacy Project 5000-5999: Services And Other Operating Expenditures Sup 09 EL 2,749 Music Teacher 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2,000 SCOE: Sly Park 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 6,000 Enrichment Paraprofessional 2000-3000 Sup 07 F/R 32,000</p>
<p>2.3 B: Provide transportation to facilitate student participation in educational activities that extend beyond the classroom.</p>	<p>School wide Abraham Lincoln Cesar E. Chavez Ethel I.</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>District transportation 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 55,369</p>

	Baker Hollywood Park Isador Cohen John F. Kennedy John Still Pony Express Rosa Parks S.E.S. Washingto n	(Specify)	
2.3 C Support Foster Youth student engagement activities, including fees for extracurricular activities, in order to decrease the adverse effects of mobility on foster youth.	District wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fees for extra curricular activities, graduation attire, etc. 4000-4999: Books And Supplies TBA

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:

- Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%.
- Maintain each school will have at least 12 hours of custodial time weekly (86.5 FTE).
- Maintain each school site Plant Manager (71 FTE).
- District-wide attendance rates will increase to 96.5% to for all.
- Chronic Absence rates will decrease with a goal of no greater than 10%:
- High School suspension rate will decrease to 7%.
- Drop out rate will decrease to 4% for all, 4% for Low income, 7.5% for EL.
- Maintain a middle school drop out rate of less than 1 percent.
- Establish a baseline for social emotional competencies with results from the Spring 2016 Social Emotional Learning (SEL) survey results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 A:</p> <p>Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintain staffing levels of custodians (86 FTE) and plant managers (71 FTE).</p> <hr/> <p>2000-3000 Base 8,778,584</p> <hr/> <p>2000-3000 Suppl/Con 4,000,000</p>
<p>2.1 B:</p> <p>Ensure that school sites are clean, welcoming and well-maintained with sufficient supplies</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintain custodial operational supplies as a supplement to school site operational supplies.</p> <hr/> <p>4000-4999: Books And Supplies Base 175,256</p> <hr/> <p>4000-4999: Books And Supplies Suppl/Con 650,000</p>

<p>2.2 A</p> <p>Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintain Safe Schools Manager 2000-3000 Base 130,000 Maintain School Resource Officers at 2015-16 staffing level 5000-5999: Services And Other Operating Expenditures Base 1,150,000</p>
<p>2.2 B</p> <p>Support for school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>School wide: TBA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Assistant Principals at school sites 1000-3000 Sup 07 F/R 537,688 1000-3000 Sup 09 EL 14,175</p>
<p>2.2 C:</p> <p>Support for school sites in maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>School wide TBA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Campus Monitors, Walking Attendants, Noon Duty 2000-3000 Sup 07 F/R 113,705 Contract with Mercy Housing (Leataata Floyd) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 25,000</p>
<p>2.2 D:</p> <p>Implement an integrated approach to school climate with SPARK. This new framework will provide a roadmap for schools to become more positive, dynamic, and supportive places to learn. SPARK thoughtfully integrates SEL, PBIS, and Restorative Practices. All district schools will participate in SPARK at one of three levels, based on the site's self-assessment.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintain SPARK Training specialists 1000-3000 Suppl/Con TBA Maintain SPARK Summer Professional Learning 5000-5999: Services And Other Operating Expenditures Suppl/Con TBA Maintain SPARK Supplemental Materials 4000-4999: Books And Supplies Suppl/Con TBA Maintain SEL Director</p>

			<p>1000-3000 Grant</p> <hr/> <p>1000-3000 Suppl/Con 130,000 Maintain SEL Training Specialist</p> <hr/> <p>1000-3000 Suppl/Con TBA Maintain SEL Professional Learning</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Suppl/Con TBA SEL Materials</p> <hr/> <p>4000-4999: Books And Supplies Suppl/Con TBA</p>
<p>2.2 E: Continued support and training for Bully Prevention. Facilitate resolution of suspected bullying reports with safety plans and action plans for involved students. Ensure recognition of the effect of privilege, oppression and micro-aggressions in suspected bullying.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintain Bullying Prevention Specialist</p> <hr/> <p>2000-3000 Base 130,000 Maintain Bullying Prevention Materials</p> <hr/> <p>4000-4999: Books And Supplies Base 70,000</p>
<p>2.2 F Resource materials to ensure a positive school climate at schools.</p>	<p>School wide TBA</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Books and supplemental materials</p> <hr/> <p>1000-4000 Sup 07 F/R 69,501 1000-4000 Sup 09 EL 18,161</p>
<p>2.2 G Community-based programs and district staff support families and schools to prevent attendance problems.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:</p>	<p>Maintain Attendance, Dropout Prevention Specialist</p> <hr/> <p>1000-3000 Suppl/Con 95,000</p>

		(Specify)	
<p>2.2 H</p> <p>School-based staff support families and schools to prevent attendance problems and create a safe, caring school environment.</p>	<p>School wide</p> <p>TBA</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Office Clerks</p> <p>2000-3000 Sup 07 F/R 23,606</p> <p>Student Outreach Workers</p> <p>2000-3000 Sup 07 F/R 40,000</p> <p>2000-3000 Sup 09 EL 4,000</p>
<p>2.2 I</p> <p>Physical health supports are provided by district nurses and health aides.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain District Nurses (25.9 FTE)</p> <p>1000-3000 Suppl/Con TBA</p> <p>Maintain Nursing Staff: Health Aides, Technicians</p> <p>2000-3000 Suppl/Con TBA</p> <p>Maintain District Immunization Clinic</p> <p>1000-4000 Suppl/Con 15,400</p>
<p>2.2 J</p> <p>Physical health supports are provided at school sites by nurses.</p>	<p>School wide</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Nurses at school sites 1000-3000 Sup 07 F/R 122,871</p>
<p>2.2 K</p> <p>District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Student Support Services Specialist, Social Worker and Family Advocate 1000-4000 Suppl/Con 200,000</p>

<p>2.2 L</p> <p>School-based Student Support Center staff plan, organize and coordinate learning support services for students experiencing academic, behavior, attendance and/or social emotional needs.</p>	<p>School wide: TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Learning Support Coordinators and Specialists, Social Workers 1000-3000 Sup 07 F/R 417,366 1000-3000 Sup 09 EL 13,000</p>
<p>2.2 M</p> <p>Support for the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. Specific services include assistance in the following areas: school enrollment and attendance support services, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, and education support services under McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless students</u></p>	<p>Maintain Homeless Services Coordinator 1000-4000 TBA Supplemental materials (school and hygiene supplies) 4000-4999: Books And Supplies TBA</p>
<p>2.2 N</p> <p>Support for Foster Youth and commercially sexually exploited youth to ensure they receive equal access to educational opportunities. Case management services include: school enrollment and attendance support services, records retrieval, needs appraisal and evaluation, crisis management, and coordination with external agencies.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Commercially sexually exploited youth</u></p>	<p>Maintain Foster Youth Services Program Staff 1000-4000 TBA</p>
<p>2.3 A:</p> <p>Funds to support technology-based activities, project-based learning, extended extracurricular and other enrichment program involvement.</p>	<p>School wide TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assemblies 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3,000 Hmong Literacy Project 5000-5999: Services And Other Operating Expenditures Sup 09 EL 2,749</p>

			<p>Music Teacher</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2,000</p> <hr/> <p>SCOE: Sly Park</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 6,000</p> <hr/> <p>Enrichment Paraprofessional</p> <p>2000-3000 Sup 07 F/R 32,000</p>
<p>2.3 B:</p> <p>Provide transportation to facilitate student participation in educational activities that extend beyond the classroom.</p>	<p>School wide</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District transportation 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 55,369</p>
<p>2.3 C</p> <p>Support Foster Youth student engagement activities, including fees for extracurricular activities, in order to decrease the adverse effects of mobility on foster youth.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fees for extra curricular activities, graduation attire, etc.</p> <p>4000-4999: Books And Supplies TBA</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%.
- Maintain each school will have at least 12 hours of custodial time weekly (86.5 FTE).
- Maintain each school site Plant Manager (71 FTE).
- District-wide attendance rates will increase to 96.5% to for all.
- Chronic Absence rates will decrease with a goal of no greater than 10%
- High School suspension rate will decrease to 7%.
- Drop out rate will decrease to 4% for all, 4% for Low income, 7.5% for EL.
- Maintain a middle school drop out rate of less than 1 percent.
- Establish a baseline for social emotional competencies with results from the Spring 2016 Social Emotional Learning (SEL) survey results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 A:</p> <p>Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain staffing levels of custodians (86 FTE) and plant managers (71 FTE).</p> <hr/> <p>2000-3000 Base 8,778,584</p> <hr/> <p>2000-3000 Suppl/Con 4,000,000</p>
<p>2.1 B:</p> <p>Ensure that school sites are clean, welcoming and well-maintained with sufficient supplies</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain custodial operational supplies as a supplement to school site operational supplies.</p> <hr/> <p>4000-4999: Books And Supplies Base 175,256</p> <hr/> <p>4000-4999: Books And Supplies Suppl/Con 650,000</p>

<p>2.2 A</p> <p>Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Safe Schools Manager 2000-3000 Base 130,000 Maintain School Resource Officers at 2015-16 staffing level 5000-5999: Services And Other Operating Expenditures Base 1,150,000</p>
<p>2.2 B</p> <p>Support for school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>School wide: TBA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assistant Principals at school sites 1000-3000 Sup 07 F/R 537,688 1000-3000 Sup 09 EL 14,175</p>
<p>2.2 C:</p> <p>Support for school sites in maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>School wide TBA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Campus Monitors, Walking Attendants, Noon Duty 2000-3000 Sup 07 F/R 113,705 Contract with Mercy Housing (Leataata Floyd) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 25,000</p>
<p>2.2 D:</p> <p>Implement an integrated approach to school climate with SPARK. This new framework will provide a roadmap for schools to become more positive, dynamic, and supportive places to learn. SPARK thoughtfully integrates SEL, PBIS, and Restorative Practices. All district schools will participate in SPARK at one of three levels, based on the site's self-assessment.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain SPARK Training specialists 1000-3000 Suppl/Con TBA Maintain SPARK Professional Learning 5000-5999: Services And Other Operating Expenditures Suppl/Con TBA Maintain Supplemental Materials 4000-4999: Books And Supplies Suppl/Con TBA Maintain SEL Director</p>

			<p>1000-3000 Grant</p> <hr/> <p>1000-3000 Suppl/Con 130,000 Maintain SEL Training Specialist</p> <hr/> <p>1000-3000 Suppl/Con TBA Maintain SEL Professional Learning</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Suppl/Con TBA SEL Materials</p> <hr/> <p>4000-4999: Books And Supplies Suppl/Con TBA</p>
<p>2.2 E:</p> <p>Continued support and training for Bully Prevention. Facilitate resolution of suspected bullying reports with safety plans and action plans for involved students. Ensure recognition of the effect of privilege, oppression and micro-aggressions in suspected bullying.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Bullying Prevention Specialist</p> <hr/> <p>2000-3000 Base 130,000 Maintain Bullying Prevention Materials</p> <hr/> <p>4000-4999: Books And Supplies Base 70,000</p>
<p>2.2 F</p> <p>Resource materials to ensure a positive school climate at schools.</p>	<p>School wide TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books and supplemental materials</p> <hr/> <p>1000-4000 Sup 07 F/R 69,501 1000-4000 Sup 09 EL 18,161</p>
<p>2.2 G</p> <p>Community-based programs and district staff support families and schools to prevent attendance problems.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Maintain Attendance, Dropout Prevention Specialist</p> <hr/> <p>1000-3000 Suppl/Con 95,000</p>

		(Specify)	
<p>2.2 H</p> <p>School-based staff support families and schools to prevent attendance problems and create a safe, caring school environment.</p>	<p>School wide</p> <p>Health Professions</p> <p>Hubert Bancroft</p> <p>Hollywood Park</p> <p>American Legion</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Office Clerks</p> <p>2000-3000 Sup 07 F/R 23,606</p> <p>Student Outreach Workers</p> <p>2000-3000 Sup 07 F/R 40,000</p> <p>2000-3000 Sup 09 EL 4,000</p>
<p>2.2 I</p> <p>Physical health supports are provided by district nurses and health aides.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain District Nurses (25.9 FTE)</p> <p>1000-3000 Suppl/Con TBA</p> <p>Maintain Nursing Staff: Health Aides, Technicians</p> <p>2000-3000 Suppl/Con TBA</p> <p>Maintain District Immunization Clinic</p> <p>1000-4000 Suppl/Con 15,400</p>
<p>2.2 J</p> <p>Physical health supports are provided at school sites by nurses.</p>	<p>School wide</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Nurses at school sites 1000-3000 Sup 07 F/R 122,871</p>
<p>2.2 K</p> <p>District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Student Support Services Specialist, Social Worker and Family Advocate 1000-4000 Suppl/Con 200,000</p>

		(Specify)	
<p>2.2 L</p> <p>School-based Student Support Center staff plan, organize and coordinate learning support services for students experiencing academic, behavior, attendance and/or social emotional needs.</p>	<p>School wide:</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	<p>Learning Support Coordinators and Specialists, Social Workers 1000-3000 Sup 07 F/R 417,366</p> <p>1000-3000 Sup 09 EL 13,000</p>
<p>2.2 M</p> <p>Support for the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. Specific services include assistance in the following areas: school enrollment and attendance support services, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, and education support services under McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Homeless students</u></p>	<p>Maintain Homeless Services Coordinator 1000-4000 TBA</p> <p>Supplemental materials (school and hygiene supplies) 4000-4999: Books And Supplies TBA</p>
<p>2.2 N</p> <p>Support for Foster Youth and commercially sexually exploited youth to ensure they receive equal access to educational opportunities. Case management services include: school enrollment and attendance support services, records retrieval, needs appraisal and evaluation, crisis management, and coordination with external agencies.</p>	<p>District wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Commercially sexually exploited youth</u></p>	<p>Maintain Foster Youth Services Program Staff 1000-4000 TBA</p>
<p>2.3 A:</p> <p>Funds to support technology-based activities, project-based learning, extended extracurricular and other enrichment program involvement.</p>	<p>School wide</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Assemblies</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3,000</p> <p>Hmong Literacy Project</p>

		_ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Sup 09 EL 2,749 <hr/> Music Teacher <hr/> 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2,000 <hr/> SCOE: Sly Park <hr/> 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 6,000 <hr/> Enrichment Paraprofessional <hr/> 2000-3000 Sup 07 F/R 32,000
2.3 B: Provide transportation to facilitate student participation in educational activities that extend beyond the classroom.	School wide TBA	_ All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District transportation 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 55,369
2.3 C Support Foster Youth student engagement activities, including fees for extracurricular activities, in order to decrease the adverse effects of mobility on foster youth.	District wide	_ All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fees for extra curricular activities, graduation attire, etc. 4000-4999: Books And Supplies TBA

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p> <p>Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p>Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>Strategic Plan Pillar II: Family and Community Engagement</u></p>
<p>Identified Need :</p>	<p>Family and Community Engagement is shown to have a strong correlation to student success. SCUSD's expanded Family and Community Engagement department supports the dual capacity framework for parent engagement, and empowerment. However, there is still a need to decrease barriers to involvement and support capacity-building activities. Parents and caregivers should have the opportunity to experience and grow in leadership roles and to feel that their voices are valued. There is a need to provide more information to parents about how to support their child academically, how to communicate effectively with the school and how to navigate the path to college and career. An estimated 38% of families do not speak English at home, so there is a continued need to provide translation and interpretation services.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% of School Site Councils will maintain proper composition.
- 75% of schools with an English Learners Advisory Committee (ELAC) will send a representative to at least one DELAC meeting per year.
- Parent/Teacher Home Visits will increase from 3,600 to 3,700.
- Academic Parent-Teacher Team school participation will increase to 17 schools.
- Establish a baseline for parent engagement with a districtwide Parent Satisfaction survey offered in May 2016.
- Increase school sites, and increase parent participation, in the Parent Leadership Pathway to 28 sites, 320 total participants.
- Maintain 75% or greater EL participation in the Parent Leadership Pathway.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 A</p> <p>Provide parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain District Parent Resource Center staff: Four bilingual Family Partnership Facilitators</p> <p>2000-2999: Classified Personnel Salaries Base 315,000</p> <p>2000-2999: Classified Personnel Salaries Title I 285,000</p>
<p>3.1 B</p> <p>Provide staff and services to facilitate parents/caregivers in attending parent education, informational meetings, and school events, and in volunteering at the school, especially low income, ELs, and students with disabilities.</p>	<p>School wide:</p> <p>Abraham Lincoln Albert Einstein Alice Birney* American Legion Health Professions C.K.</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Parent Advisors, School Community Liaisons, Case Manager at school sites</p> <p>2000-2999: Classified Personnel Salaries Sup 07 F/R 541,623</p> <p>2000-3000 Sup 09 EL 52,207</p> <p>Parent training at school sites</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 7,094</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 5,766</p> <p>Parent meeting supplies at school sites</p>

	<p>McClatchy Camellia Basic Capital City School Caroline Wenzel Cesar E. Chavez Earl Warren Edward Kemble Ethel I. Baker Ethel Phillips Father Keith B. Kenny Fern Bacon H.W. Harkness Hollywood Park Hubert H. Bancroft Isador Cohen James W. Marshall John Bidwell John D. Sloat John Still Leonardo da Vinci* Luther Burbank Mark Twain</p>	<p>4000-4999: Books And Supplies Sup 07 F/R 19,947</p> <hr/> <p>4000-4999: Books And Supplies Sup 09 EL 7,265</p> <hr/> <p>Child care at school sites</p> <hr/> <p>2000-3000 Sup 07 F/R 4,360</p> <hr/> <p>2000-3000 Sup 09 EL 1,325</p>
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	<p>Matsuyama O.W. Erlewine Oak Ridge Pacific Peter Burnett Pony Express Rosa Parks Rosemont S.E.S. Sam Brannan Susan B. Anthony Sutterville Tahoe Washington West Campus Will C. Wood</p>		
<p>3.1 C Provide support for the Parent/Teacher Home Visit Project and Academic Parent-Teacher Team model with funds for home visit stipends and health benefits.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain stipends for home visits 1000-3000 Title I 275,000 Maintain benefits for Home Visit staff 2000-3000 Suppl/Con 35,000</p>
<p>3.2 A Translation and interpretation are provided in five languages by bilingual staff at district events and in schools.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Maintain Matriculation and Orientation Center translator/assessors salary and benefits 3 Spanish, 2 Hmong, 1 Vietnamese, 1 Russian, 1 Chinese 2000-3000 Suppl/Con 882,011</p>

		English proficient _ Other Subgroups: (Specify)	
<p>3.2 B</p> <p>School sites communicate regularly with parents/guardians through websites, phone outreach, mailings and meetings, especially parents of low income, English Learners, and students with disabilities.</p>	<p>School wide</p> <p>Albert Einstein</p> <p>Alice Birney*</p> <p>Camellia Basic</p> <p>Capital City</p> <p>School Caroline Wenzel</p> <p>Cesar E. Chavez</p> <p>Earl Warren</p> <p>Edward Kemble</p> <p>Ethel I. Baker</p> <p>Father Keith B. Kenny</p> <p>Fern Bacon</p> <p>Genevieve Didion*</p> <p>Golden Empire</p> <p>Isador Cohen</p> <p>John Bidwell</p> <p>Mark Twain</p> <p>Nicholas Pacific</p> <p>Peter</p>	<p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	<p>Translation services at school sites</p> <p>2000-3000 Sup 07 F/R 12,000</p> <p>2000-2999: Classified Personnel Salaries Sup 09 EL 14,535</p> <p>Printing services at school sites</p> <p>4000-4999: Books And Supplies Sup 07 F/R 10,054</p> <p>4000-4999: Books And Supplies Sup 09 EL 3,265</p> <p>Postage</p> <p>4000-4999: Books And Supplies Sup 07 F/R 5,033</p> <p>4000-4999: Books And Supplies Sup 09 EL 3,265</p>

	Burnett Pony Express Rosa Parks Theodore Judah* Washington William Land		
3.2 C Provide prompt communication to foster guardians: enrollment rights, proper transfer of credits, class placement and academic standing. Share resources and information about the school district's policies, procedures and supports.	District wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain Foster Youth Services staff: Coordinator, Specialist or Program Associate (no extra expenditure)

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	100% of School Site Councils will maintain proper composition. 75% of schools with an English Learners Advisory Committee (ELAC) will send a representative to at least one DELAC meeting per year. Parent/Teacher Home Visits will increase Academic Parent-Teacher Team school participation will increase Increase parent engagement and satisfaction levels expressed in the districtwide Parent Satisfaction survey Increase school sites, and increase parent participation, in the Parent Leadership Pathway Maintain 75% or greater EL participation in the Parent Leadership Pathway.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 A	District wide	<input checked="" type="checkbox"/> All OR:	Maintain District Parent Resource Center staff: Four bilingual Family Partnership Facilitators

<p>Provide parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building activities.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Base 315,000</p> <p>2000-2999: Classified Personnel Salaries Title I 285,000</p>
<p>3.1 B</p> <p>Provide staff and services to facilitate parents/caregivers in attending parent education, informational meetings, and school events, and in volunteering at the school, especially low income, ELs, and students with disabilities.</p>	<p>School wide: TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Parent Advisors, School Community Liaisons, Case Manager at school sites</p> <p>2000-2999: Classified Personnel Salaries Sup 07 F/R 541,623</p> <p>2000-3000 Sup 09 EL 52,207</p> <p>Parent training at school sites</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 7,094</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 5,766</p> <p>Parent meeting supplies at school sites</p> <p>4000-4999: Books And Supplies Sup 07 F/R 19,947</p> <p>4000-4999: Books And Supplies Sup 09 EL 7,265</p> <p>Child care at school sites</p> <p>2000-3000 Sup 07 F/R 4,360</p> <p>2000-3000 Sup 09 EL 1,325</p>
<p>3.1 C</p> <p>Provide support for the Parent/Teacher Home Visit Project and Academic Parent-Teacher Team model with funds for home visit stipends and health benefits.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain stipends for home visits</p> <p>1000-3000 Title I TBA</p> <p>Maintain benefits for Home Visit staff</p> <p>2000-3000 Suppl/Con TBA</p>
<p>3.2 A</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Maintain Matriculation and Orientation Center</p>

<p>Translation and interpretation are provided in five languages by bilingual staff at district events and in schools.</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>translator/assessors salary and benefits 3 Spanish, 2 Hmong, 1 Vietnamese, 1 Russian, 1 Chinese 2000-3000 Suppl/Con 882,011</p>
<p>3.2 B School sites communicate regularly with parents/guardians through websites, phone outreach, mailings and meetings, especially parents of low income, English Learners, and students with disabilities.</p>	<p>School wide TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Translation services at school sites 2000-3000 Sup 07 F/R 12,000 2000-2999: Classified Personnel Salaries Sup 09 EL 14,535 Printing services at school sites 4000-4999: Books And Supplies Sup 07 F/R 10,054 4000-4999: Books And Supplies Sup 09 EL 3,265 Postage 4000-4999: Books And Supplies Sup 07 F/R 5,033 4000-4999: Books And Supplies Sup 09 EL 3,265</p>
<p>3.2 C Provide prompt communication to foster guardians: enrollment rights, proper transfer of credits, class placement and academic standing. Share resources and information about the school district's policies, procedures and supports.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Foster Youth Services staff: Coordinator, Specialist or Program Associate (no extra expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 100% of School Site Councils will maintain proper composition.
 75% of schools with an English Learners Advisory Committee (ELAC) will send a representative to at least one DELAC meeting per year.
 Parent/Teacher Home Visits will increase
 Academic Parent-Teacher Team school participation will increase
 Continue to increase parent engagement and satisfaction levels expressed in the districtwide Parent Satisfaction survey
 Increase school sites, and increase parent participation, in the Parent Leadership Pathway
 Maintain 75% or greater EL participation in the Parent Leadership Pathway.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 A</p> <p>Provide parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain District Parent Resource Center staff: Four bilingual Family Partnership Facilitators</p> <p>2000-2999: Classified Personnel Salaries Base 315,000</p> <p>2000-2999: Classified Personnel Salaries Title I 285,000</p>
<p>3.1 B</p> <p>Provide staff and services to facilitate parents/caregivers in attending parent education, informational meetings, and school events, and in volunteering at the school, especially low income, ELs, and students with disabilities.</p>	<p>School wide: TBA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Parent Advisors, School Community Liaisons, Case Manager at school sites</p> <p>2000-2999: Classified Personnel Salaries Sup 07 F/R 541,623</p> <p>2000-3000 Sup 09 EL 52,207</p> <p>Parent training at school sites</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 7,094</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 5,766</p> <p>Parent meeting supplies at school sites</p>

			<p>4000-4999: Books And Supplies Sup 07 F/R 19,947</p> <p>4000-4999: Books And Supplies Sup 09 EL 7,265</p> <p>Child care at school sites</p> <p>2000-3000 Sup 07 F/R 4,360</p> <p>2000-3000 Sup 09 EL 1,325</p>
<p>3.1 C</p> <p>Provide support for the Parent/Teacher Home Visit Project and Academic Parent-Teacher Team model with funds for home visit stipends and health benefits.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain stipends for home visits</p> <p>1000-3000 Title I TBA</p> <p>Maintain benefits for Home Visit staff</p> <p>2000-3000 Suppl/Con TBA</p>
<p>3.2 A</p> <p>Translation and interpretation are provided in five languages by bilingual staff at district events and in schools.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain Matriculation and Orientation Center translator/assessors salary and benefits</p> <p>3 Spanish, 2 Hmong, 1 Vietnamese, 1 Russian, 1 Chinese</p> <p>2000-3000 Suppl/Con 882,011</p>
<p>3.2 B</p> <p>School sites communicate regularly with parents/guardians through websites, phone outreach, mailings and meetings, especially parents of low income, English Learners, and students with disabilities.</p>	<p>School wide</p> <p>TBA</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	<p>Translation services at school sites</p> <p>2000-3000 Sup 07 F/R 12,000</p> <p>2000-2999: Classified Personnel Salaries Sup 09 EL 14,535</p> <p>Printing services at school sites</p> <p>4000-4999: Books And Supplies Sup 07 F/R 10,054</p> <p>4000-4999: Books And Supplies Sup 09 EL 3,265</p> <p>Postage</p> <p>4000-4999: Books And Supplies Sup 07 F/R 5,033</p> <p>4000-4999: Books And Supplies Sup 09 EL 3,265</p>
<p>3.2 C</p>	<p>District</p>	<p><input type="checkbox"/> All</p>	<p>Maintain Foster Youth Services staff: Coordinator, Specialist</p>

<p>Provide prompt communication to foster guardians: enrollment rights, proper transfer of credits, class placement and academic standing. Share resources and information about the school district's policies, procedures and supports.</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>or Program Associate (no extra expenditure)</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

DRAFT

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Increase the percent of students who are on-track to graduate college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>SCUSD Strategic Plan Pillar I; GTS</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase Cohort graduation rate to from 85% to 85.5%. Increase graduation rate for ELs from 77.2% to 77.7%, Low Income from 82.9 to 83.4% API Growth targets frozen at 2013 levels (770 for all, 731 for Low Income, 709 for ELs). Establish proficiency goals for Math and ELA with 2014-15 CAASPP data.	Actual Annual Measurable Outcomes: 2015-16 graduation rate: Not available from CDE as of 4/22/16. API growth targets: no report (will remove this metric) Sample CAASPP data: Full report in Appendix. 3rd Grade ELA Proficiency (% Met/Exceeded Standards) All Students: 26% Low Income: 18% EL: 11% Students with Disabilities : 13% Foster: not tracked by CDE Caucasian: 47% African American:12% Asian: 25% Hispanic/Latino: 21% 3rd Grade Math Proficiency (% Met/Exceeded Standards) All Students: 32% Low Income: 23% EL: 21% Students with Disabilities : 16% Foster: not tracked by CDE Caucasian: 55% African American:15% Asian: 37% Hispanic/Latino: 25%

Increase total trained in Common Core Professional Learning:
Leadership: 103
Teachers: 966
Parents: 410
Support Staff: 272

Continue professional learning with the ELD Trailblazers Cohorts 1 and 2 (17 school-based teams) Begin Cohort 3 with six more schools.

Begin secondary cohort of ELD Trailblazers concentrated on literacy, using Common Core State Standards for literacy and ELD standards.

Begin implementation of Next Generation Science Standards in grades K-12 with 75 teachers (one per school)

Establish baseline for professional learning in Visual and Performing Arts at 100 teachers, provided focused arts integration training through ELA implementation.

Maintain textbook sufficiency.

Maintain course access at 100%.

Increase percent of students who demonstrate college and career readiness. Establish baseline with 2014-15 11th Grade SBAC test scores (formerly EAP).

Increase participation in GATE

Common Core Implementation
Measured by participation in Professional Learning as of 1/31/2016:
Leadership: ALL (Reached threshold)
Teachers: 827
Parents: TBA
Support Staff: 56

ELD Professional Learning
Measured by participation in Trailblazers as of 1/31/2016:
Cohort 1 and 2: 34
Cohort 3: 75

Secondary cohort to start in February, 2016.

NGSS implementation: 154 have attended professional learning.

VAPA professional learning: to be advised.

Textbook sufficiency: 100%

Course access: 100%

College and Career Readiness Baseline
Measured by 11th grade students scoring "Exceeded Standards" on 2014-15 SBAC:

Math: 9% (Low Income: 6%, English Learner: 2%, SWD 0%)
African American: 4%
Asian: 17%
Hispanic: 3%
White: 14%

ELA: 17% (Low Income: 11%, English Learner: 0%, SWD 1%)
African American: 7%
Asian: 22%
Hispanic: 11%
White: 29%

GATE Participation 2015-16:
Elementary: 15.3%

Elementary: from 11% to 14%
Middle: from 34% to 35%

Increase A-G completion rate from 44.6% to 46%.

Increase percent of students scoring 3 or above on AP exams from 59.8% to 61.8%.

Increase the percent of students enrolled in 9th - 12th grade Linked Learning Pathways / Career Academy from 35% to 40% (by 5% a year until threshold of 60% is achieved).

Increase our rate of meeting Federal AMAO Targets:
AMAO # 1: 55%
AMAO # 2: Cohort 1 19%, Cohort 2 46%
AMAO # 3: Graduation rate 78%

Increase reclassification rate from 11% to 12%.

Low Income: 13.3%, English Learner: 8.9%, SWD 9.1%
African American: 11.2%
Asian: 20.6%
Hispanic: 11.4%
White: 21.8%

Middle School: 32.9%
Low Income: 27.0%, English Learner: <15 students, SWD 8.4%
African American: 20.7%
Asian: 37.7%
Hispanic: 26.1%
White: 51.3%

2014-15 A-G completion rate:42.0% (Low Income 37%, English Learners 23%, SWD 8%)
African American: 24%
Asian: 61%
Hispanic: 35%
White: 43%

2014-15 Percent of students scoring 3 or above on AP exams: 57.6% (Low Income: 51.3%, English Learner: 65.8%, SWD 66.7%)
African American: 43.8%
Asian: 54.9%
Hispanic: 56.7%
White: 69.7%

Percent of students enrolled in 9th - 12th grade Linked Learning Pathways / Career Technical Education: 33.6% (Low Income 34.4% , English Learner 30.6%, SWD 39.1%)
African American: 34.4%
Asian: 31.3%
Hispanic: 34.8%
White: 32.2%

2014-15 Federal AMAO Targets for English Learner Proficiency:
AMAO # 1: 54.9%
AMAO # 2: Cohort 1: 18.1%, Cohort 2: 47.9%
AMAO # 3: Graduation rate: N/A until April 2016

Decrease teacher mis-assignment rate to from 1% to less than 1%.	2014-15 Reclassification Rate: 4.6% Teacher mis-assignment rate: .083%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. 1.1 A A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing Career and College Ready students. Decrease class size by 3 students in grades K-3 districtwide. Where facilities issues limit full implementation this year, the district will look at other options to achieve the reduction including, but not limited to, additional personnel.	Classroom teachers; classified staff; basic facilities costs; instructional supplies 1000-4000 Base 261,800,000 Class size reduction 1000-3000 Suppl/Con 7,046,000	A basic educational program was provided to all students. Class size reduction was implemented (29:1) in grades EK - 3.	Classroom teachers, classified staff salaries and benefits; basic facilities costs, instructional supplies. 1000-4000 Base 245,949,8255 Class size reduction supplemental cost 1000-3000 Suppl/Con 7,046,000
Scope of Service: District wide		Scope of Service: District wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 1.1	Professional Learning for Common	The Curriculum and Instruction (C & I)	Professional Learning for Common

<p>Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 B-1 Offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, especially to low income, English learners (EL), foster youth, and students with disabilities. Provide professional learning opportunities to K-3 teachers in differentiated instruction and grouping strategies to maximize effectiveness of class size reduction.</p>	<p>Core State Standards (CCSS) for teachers, principals and instructional assistants. One time state CCSS funding.</p> <p>1000-4000 Grant 2,400,000</p> <p>Training specialists</p> <p>1000-3000 Title I 2,200,000</p> <p>1000-3000 Title III 634,726</p> <p>1000-3000 Suppl/Con 240,000</p> <p>Multilingual Literacy Support</p> <p>1000-4000 Suppl/Con 100,000</p>	<p>department provides training specialists in these disciplines: ELA, Math, NGSS, ELD and VAPA. Training specialists provide coaching support, participate in instructional rounds, and develop curriculum maps. Training on visual and performing arts standards (VAPA) is integrated with CCSS professional learning sessions.</p> <p>This year there was a growing number of schools participating in Balanced Literacy Beginning Summer Institutes, and continued participation in the Math In Common grant. The NGSS collaborative implementation plan focused on establishing mentor teachers and building capacity at school sites. As of the Annual Update report, professional learning for instructional assistants was ongoing and not complete for the year.</p> <p>The professional learning plan for Common Core State Standards has shifted from district-located to site-located because the shortage of substitute teachers impacted the availability of classroom teachers to attend training at the district office during the regular school day.</p> <p>The district was unable to fill the additional support position in the multilingual literacy department. The funds will be carried forward to the following year.</p>	<p>Core State Standards (CCSS) for teachers, principals and instructional assistants. One time state CCSS funding.</p> <p>1000-4000 Grant 810,051</p> <p>Training specialists salaries and benefits (including science and ELD)</p> <p>1000-3000 Title I 1,288,811</p> <p>1000-3000 Title III 610,611</p> <p>1000-3000 Suppl/Con 223,846</p> <p>Multilingual Literacy Support</p> <p>1000-4000 Suppl/Con 0</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
<p>Action 1.1 Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 B-2 Offer on-going professional learning including on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS, especially to low income, EL, foster youth and students with disabilities.</p>	<p>Training Specialists / Site Instructional Coordinators at School Sites 1000-3000 Sup 07 F/R 686,509</p> <p>1000-3000 Sup 09 EL 172,940</p> <p>Professional Learning (Extra Duty) for teachers 1000-3000 Sup 07 F/R 142,775</p> <p>1000-3000 Sup 09 EL 8,583</p> <p>Contracts 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 45,026</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 27,176</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 9,322</p> <p>5000-5999: Services And Other Operating Expenditures 7,000</p>	<p>Training specialists at school sites provide coaching support, participate in instructional rounds, and develop curriculum maps.</p> <p>Professional learning identified at the school site described here is administered through the LCFF funds allocated to the Single Plan for Student Achievement (SPSA). These funds are monitored by the School Site Council.</p>	<p>Training Specialists / Site Instructional Coordinators at School Sites 1000-3000 Sup 07 F/R 523,203</p> <p>1000-3000 Sup 09 EL 182,869</p> <p>Professional Learning (Extra Duty) for teachers 1000-3000 Sup 07 F/R 172,976</p> <p>1000-3000 Sup 09 EL 15,988</p> <p>Contracts 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 0</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 0</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 46,081</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 11,596</p>

<p>Scope of Service</p>	<p>School wide: Albert Einstein Caleb Greenwood Camellia Caroline Wenzel Cesar Chavez David Lubin Didion Earl Warren Elder Creek Ethel I Baker Ethel Phillips Fern Bacon Fr. Keith B Kenny Golden Empire Hubert Bancroft John Bidwell John Sloat John Still Leataata Floyd Mark Twain Martin Luther King Nicholas O W Erlewine Pacific Peter Burnett Phoebe Hearst Pony Express Rosa Parks Sam Brannan Sequoia Sutter Suterville Theodore Judah West Campus Will C Wood William Land Woodbine</p>		<p>Scope of Service</p>	<p>School wide: Albert Einstein Caleb Greenwood Camellia Caroline Wenzel Cesar Chavez David Lubin Didion Earl Warren Elder Creek Ethel I Baker Ethel Phillips Fern Bacon Fr. Keith B Kenny Golden Empire Hubert Bancroft John Bidwell John Sloat John Still Leataata Floyd Mark Twain Martin Luther King Nicholas O W Erlewine Pacific Peter Burnett Phoebe Hearst Pony Express Rosa Parks Sam Brannan Sequoia Sutter Suterville Theodore Judah West Campus Will C Wood William Land Woodbine</p>	
<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>			<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		

<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>		<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 C Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p>	<p>Supplemental instructional materials, textbooks, books, production services</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 374,429</p> <hr/> <p>4000-4999: Books And Supplies Sup 09 EL 65,246</p>	<p>Supplemental Instructional Materials identified at the school site are administered through the LCFF funds allocated to the Single Plan for Student Achievement (SPSA). These funds are monitored by the School Site Council.</p> <p>As of the preparation date, these site-based expenditures have not been invoiced.</p>	<p>Supplemental instructional materials</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 0</p> <hr/> <p>4000-4999: Books And Supplies Sup 09 EL 0</p>

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<p>Scope of Service</p>	<p>School wide: Alice Birney AM Winn Caleb Greenwood Camellia Cap City Cesar Chavez Crocker/Riverside David Lubin Didion Edward Kemble Einstein Elder Creek Ethel I Baker Fern Bacon Hollywood Park Isador Cohen John Bidwell Edward Kemble Mark Twain Matsuyama Martin Luther King Oak Ridge OW Erlewine Phoebe Hearst Pony Express Rosa Parks Rosemont Sam Brannan Sutter Sutterville Tahoe Theodore Judah West Campus Will C Wood</p>		<p>Scope of Service</p>	<p>School wide: Alice Birney AM Winn Caleb Greenwood Camellia Cap City Cesar Chavez Crocker/Riverside David Lubin Didion Edward Kemble Einstein Elder Creek Ethel I Baker Fern Bacon Hollywood Park Isador Cohen John Bidwell Edward Kemble Mark Twain Matsuyama Martin Luther King Oak Ridge OW Erlewine Phoebe Hearst Pony Express Rosa Parks Rosemont Sam Brannan Sutter Sutterville Tahoe Theodore Judah West Campus Will C Wood</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>			<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		

<p>_ Other Subgroups: (Specify)</p>			
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 D Implement a robust early literacy program at pre-K and elementary grades to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.</p>	<p>Early literacy programs are provided in each elementary school in the district in Kindergarten through 3rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding.</p> <p>1000-4000 Other 14,500,000</p> <p>Supplemental staffing and materials to support early literacy in preschool</p> <p>1000-4000 Suppl/Con 1,500,000</p> <p>Parent Participation Preschool 1000-4000 Suppl/Con 230,000</p>	<p>Preschool serves children 3-5 years of age. SCUSD's preschool program offers several options:</p> <p>Head Start Head Start Home-Based State Preschool State/Head Start Wrap State/Head Start Full-Day Preschool</p> <p>This option is for families that are working, in school, incapacitated or seeking employment.</p> <p>Additionally, there is a Parent Participation preschool offered at 8 sites through Adult Education.</p> <p>The scope of service was described incorrectly in the previous LCAP. It is provided districtwide to students ages 3-5 (and not grades PreK-3).</p>	<p>Head start and state preschool program staffing and facilities costs at 44 locations. 1000-4000 Other 16,591,278</p> <p>Supplemental materials for preschool 1000-4000 Suppl/Con 1,500,000</p> <p>Parent Participation Preschool 1000-4000 Suppl/Con 230,000</p>
<p>Scope of Service District wide, pre-K - 3</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District wide, 3-5 year old students</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 E</p>	<p>Early Kinder / Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum.</p> <p>1000-4000 Suppl/Con 1,260,000</p>	<p>Early kindergarten was expanded from 7 to 8 sites: AM Winn Alice Birney Crocker Riverside * - new (temporary) HW Harkness Hubert Bancroft</p>	<p>Early kindergarten salaries, benefits and materials 1000-4000 Suppl/Con 1,260,000</p>

<p>Provide Early Kindergarten experiences to enhance school readiness and achievement over time.</p>		<p>Leonardo da Vinci Pacific Theodore Judah</p> <p>For the 2016-17 school year, the early Kindergarten program at Crocker Riverside will move to Washington Elementary.</p>	
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 F Provide professional learning of "communities of practice," and job-embedded coaching to increase access to a-g courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative. Linked Learning Pathways, small learning communities, and career technical education prepare students for post-secondary education and careers.</p> <p>Annual Linked Learning recruitment</p>	<p>Work-based learning and career technical education are provided at all high schools. Maintain Linked Learning State Initiative staff and materials. Increase to supplement expiring grant. 1000-3000 Suppl/Con 2,294,000</p> <hr/> <p>1000-3000 Grant 896,000</p>	<p>SCUSD has 21 pathways available at every high school that bring together strong academics, demanding career and technical education, and real world experience in order to prepare students for post secondary education as well as careers.</p> <p>Via these industry-themed pathways, students are prepared to succeed in 2 year and/or 4 year college, certification programs, apprenticeships, military service or job training.</p> <p>With the use of the California College Guidance Initiative (CCGI) the district will ensure that all 6th-12th grade students have access to a systematic baseline of guidance and support.</p> <p>CCGI partners with K-12 school</p>	<p>Linked Learning and CTE staff, professional learning and materials.</p> <hr/> <p>1000-3000 Suppl/Con 2,216,553</p> <hr/> <p>1000-3000 Grant 298,075</p>

<p>fair will be widely promoted in the fall to ensure that students and families are aware. High school counselors will describe and accurately promote pathways for unduplicated students during all middle school articulation activities. Unduplicated students in pathways will be provided placement and support to ensure academic success in the program.</p>		<p>districts to support students, counselors, parents, and community-based organizations with technological tools that help guide the college planning and preparation process.</p> <p>Participation by unduplicated students is in parity with other demographic groups. Recruitment efforts continue. Enrollment in Pathways is expected to rise as current middle school students experience broader implementation of the CCGI.</p>					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide, grades 9-12 and grades 7-8 at School of Engineering and Sciences</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide, grades 9-12 and grades 7-8 at School of Engineering and Sciences		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide, grades 9-12 and grades 7-8 at School of Engineering and Sciences</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide, grades 9-12 and grades 7-8 at School of Engineering and Sciences	
Scope of Service	District wide, grades 9-12 and grades 7-8 at School of Engineering and Sciences						
Scope of Service	District wide, grades 9-12 and grades 7-8 at School of Engineering and Sciences						
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 G Provide academic and career counseling to support students.</p> <p>Provide targeted assistance to low-income, EL, foster students and students with disabilities in career/college readiness activities and guidance.</p>	<p>Counselors 1000-3000 Base 650,000 1000-3000 Suppl/Con 3,545,000 Transfer from Special Ed 1000-3000 Other 105,000 Counselors funded by school sites 1000-3000 Sup 07 F/R 211,343 1000-3000 Sup 09 EL 48,162 College/Career Technician at school site 2000-3000 Sup 07 F/R 48,411 Additional Foster Youth Services Program Associate 2000-3000 Suppl/Con 88,000</p>	<p>Counselors increased by 5 FTE, one for each comprehensive high school.</p> <p>As also described in section 1.1 F, the use of the California College Guidance Initiative (CCGI) is expanding through SCUSD high schools.</p> <p>While the counselor/student ratio has been improved with additional counselors, the ratio is not optimal for intentional targeted assistance to unduplicated students.</p> <p>The additional Foster Youth Program</p>	<p>Counselors 1000-3000 Base 650,000 1000-3000 Suppl/Con 3,669,537 Transfer from Special Ed 1000-3000 Other 105,000 Counselors funded by school sites 1000-3000 Sup 09 EL 242,236 1000-3000 Sup 09 EL 89,923 College/Career Technician at School Site 2000-3000 Sup 07 F/R 36,842 Additional Foster Youth Services Program Associate 2000-3000 Suppl/Con 42,000</p>				

<p>Foster youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department.</p>		<p>Associate (which brings the number of department staff in this position to three) has been funded with per diem to date.</p>	
<p>Scope of Service District wide, school wide (middle and high school) Fern Bacon Kennedy Kit Carson Will C Wood McClatchy</p>		<p>Scope of Service District wide, school wide (middle and high school) Fern Bacon Kennedy Kit Carson Will C Wood McClatchy</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>1.1 H Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning).</p>	<p>Professional Learning funds</p> <p>1000-4000 Base 100,000</p> <p>Special Education transfer from LCFF Base to Special Education</p> <p>1000-4000 Base 44,900,000</p>	<p>Special education offers a yearly series of professional learning specifically for special education teachers, but open to all teachers (10 sessions). Participation has ranged from 60 to 100 participants per session.</p> <p>This year's workshop series intertwines the topics of implementation of state standards and how to engage students with IEPs, Universal Design for Learning and development of quality and defensible IEPs.</p> <p>Special ed will continue to provide differentiated learning opportunities to</p>	<p>Professional Learning funds</p> <p>1000-4000 Base 100,000</p> <p>Special Education transfer from LCFF Base to Special Education</p> <p>1000-4000 Base 47,293,781</p>

<p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>		<p>teachers and support staff to support their implementation of quality classroom instruction.</p>	
<p>Scope of Service District wide</p>		<p>Scope of Service</p>	
<p><u> </u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>		<p><u> </u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>1.2 A Maintain expanded learning opportunities such as before, during, and after-school interventions, enrichment programs and summer programs. Expanded learning services provide before, during and after school interventions, especially for low income and ELs.</p>	<p>After school programs are available at 61 sites. Before school programs available at 11 sites.</p> <p>1000-4000 Grant 11,400,000</p> <p>Contracts</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 55,000</p>	<p>Expanded learning programs are in place at 61 sites after school, and before school at 11 sites.</p> <p>Students receive academic support, enrichment and recreation activities during these programs. Programs are extended at some schools, based on the needs assessment and funded through the LCFF allocation in the SPSA.</p>	<p>Salaries, benefits and materials for staff associated with expanded learning. 1000-4000 Grant 11,439,892</p> <p>Contracts 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 55,000</p>
<p>Scope of Service District wide, school wide Capital City, Didion, Fern Bacon</p>		<p>Scope of Service District wide, school wide Capital City, Didion, Fern Bacon</p>	
<p><input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth</p>		<p><input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>1.2 B Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction.</p> <p>1.2 C Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.</p>	<p>Maintain instructional assistants for special education classes to serve students with disabilities</p> <p>2000-3000 Base 15,000,000</p> <p>Instructional assistants at school sites</p> <p>2000-3000 Sup 07 F/R 596,525</p> <p>Bilingual instructional assistants at school sites</p> <p>2000-3000 Sup 09 EL 569,587</p> <p>2000-3000 Title III</p> <p>Maintain Foster Youth Services Staff (refer to Action 1.1G)</p> <p>2000-3000 Suppl/Con -</p> <p>Temporary instructional assistants (per diem)</p> <p>2000-3000 Sup 07 F/R 37,000</p> <p>2000-3000 Sup 09 EL 33,297</p> <p>Contracts (Reading Partners) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 50,090</p>	<p>Instructional assistants are used at school sites to serve struggling students, English Learners, foster youth and students with disabilities.</p> <p>The scope of service was expanded to include foster youth and students with disabilities.</p>	<p>Maintain instructional assistants for special education classes to serve students with disabilities</p> <p>2000-3000 Base 12,016,274</p> <p>Instructional assistants at school sites</p> <p>2000-3000 Sup 07 F/R 643,271</p> <p>Bilingual instructional assistants at school sites</p> <p>2000-3000 Sup 09 EL 531,639</p> <p>2000-3000 Title III 102,621</p> <p>Maintain Foster Youth Services Staff (refer to Action 1.1G)</p> <p>2000-3000 Suppl/Con -</p> <p>Temporary instructional assistants (per diem)</p> <p>2000-3000 Sup 07 F/R 51,230</p> <p>Sup 09 EL 41,578</p> <p>Contracts (Reading Partners) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 50,090</p>

<p>Scope of Service</p>	<p>District wide, school wide AM Winn Abraham Lincoln Albert Einstein Bret Harte Burbank California Camellia David Lubin Elder Creek Ethel I Baker Ethel Phillips Fr Keith B Kenny Golden Empire Hollywood Park Isador Cohen John Cabrillo John Sloat John Still Johnson Leonardo Da Vinci Mark Twain James Marshall Matsuyama Martin Luther King Nicholas Oak Ridge OW Erlewine Pacific Parkway Peter Burnett Pony Express Rosa Parks Susan B Anthony Sutterville Tahoe William Land Woodbine</p>		<p>Scope of Service</p>	<p>District wide, school wide AM Winn Abraham Lincoln Albert Einstein Bret Harte Burbank California Camellia David Lubin Elder Creek Ethel I Baker Ethel Phillips Fr Keith B Kenny Golden Empire Hollywood Park Isador Cohen John Cabrillo John Sloat John Still Johnson Leonardo Da Vinci Mark Twain James Marshall Matsuyama Martin Luther King Nicholas Oak Ridge OW Erlewine Pacific Parkway Peter Burnett Pony Express Rosa Parks Susan B Anthony Sutterville Tahoe William Land Woodbine</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>			<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	
<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>1.2 D Offer interventions and supports (academic and behavioral) to address the academic needs of low income, EL, foster and students with disabilities. School sites will monitor student progress and identify students in need of additional supports.</p>	<p>Resource teachers at school sites</p> <p>1000-3000 Sup 07 F/R 743,848</p> <p>1000-3000 Sup 09 EL 317,910</p> <p>Resource teachers to provide additional support within classrooms</p> <p>1000-3000 Sup 07 F/R 881,296</p> <p>1000-3000 Sup 09 EL 156,943</p> <p>Teacher Extra Pay (per diem) for Intervention 1000-3000 Sup 07 F/R 369,318</p> <p>1000-3000 Sup 09 EL 96,039</p> <p>Supplemental textbooks, books, materials, production services</p> <p>4000-4999: Books And Supplies Sup 07 F/R 883,600</p> <p>4000-4999: Books And Supplies Sup 09 EL 223,726</p>	<p>Well-timed, targeted intervention is a critical part of the academic program.</p> <p>Interventions look different at every school site as LCFF funds allocated to the Single Plan for Student Achievement (SPSA) encourages school sites to plan student supports based on data and the needs assessment at their site.</p> <p>These funds are monitored by the School Site Council.</p>	<p>Resource teachers at school sites</p> <p>1000-3000 Sup 07 F/R 689,282</p> <p>1000-3000 Sup 09 EL 297,391</p> <p>Resource teachers to provide additional support within classrooms</p> <p>1000-3000 Sup 07 F/R 781,195</p> <p>1000-3000 Sup 09 EL 140,693</p> <p>Teacher Extra Pay (per diem) for Intervention</p> <p>1000-3000 Sup 07 F/R 401,025</p> <p>1000-3000 Sup 09 EL 113,147</p> <p>Supplemental textbooks, books, materials, production services</p> <p>4000-4999: Books And Supplies Sup 07 F/R 1,000,905</p> <p>Sup 09 EL 206,684</p>

<p>Scope of Service</p>	<p>School wide Abraham Lincoln Albert Einstein AM Winn American Legion Alice Birney Bret Harte, Burbank California Caleb Greenwood Camellia Caroline Wenzel Cesar Chavez David Lubin Didion, Earl Warren Edward Kemble Elder Creek Ethel I Baker Ethel Phillips Fern Bacon Fr. Keith B Kenny Golden Empire Harkness Health Professions Hiram Johnson Hollywood Park Hubert Bancroft Isador Cohen John Bidwell John Cabrillo John Still Kennedy Kit Carson Leataata Floyd Leonardo DaVinci Mark Twain McClatchy MLK Nicholas Oak Ridge Pacific Parkway Peter Burnett Phoebe Hearst Pony Express Rosa Parks Rosemont Sam Brannan School of Engineering</p>		<p>Scope of Service</p>	<p>School wide Abraham Lincoln Albert Einstein AM Winn American Legion Alice Birney Bret Harte, Burbank California Caleb Greenwood Camellia Caroline Wenzel Cesar Chavez David Lubin Didion, Earl Warren Edward Kemble Elder Creek Ethel I Baker Ethel Phillips Fern Bacon Fr. Keith B Kenny Golden Empire Harkness Health Professions Hiram Johnson Hollywood Park Hubert Bancroft Isador Cohen John Bidwell John Cabrillo John Still Kennedy Kit Carson Leataata Floyd Leonardo DaVinci Mark Twain McClatchy MLK Nicholas Oak Ridge Pacific Parkway Peter Burnett Phoebe Hearst Pony Express Rosa Parks Rosemont Sam Brannan School of Engineering</p>	
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<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>1.2 E Expand access to specialized programs such as GATE, AP, and IB (International Baccalaureate) by providing curricular resources and on-going professional learning.</p>	<p>GATE Resource Teacher 1000-3000 Base 95,000</p> <p>IB Site Instructional Coordinator and Resource Teachers 1000-3000 Suppl/Con 550,000</p> <p>Specialized Program Professional Learning 5000-5999: Services And Other Operating Expenditures TBA</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 4,319</p>	<p>The GATE Resource Teacher provides professional learning so that teachers may qualify for a GATE certification, understand best practices for differentiation in the classroom, and support gifted education pedagogy.</p> <p>SCUSD has seen an increase in third grade students of color and poverty being identified for GATE services in 2015-16, and an expansion of GATE cluster model school sites.</p> <p>SCUSD has launched a kindergarten-through-12th grade International Baccalaureate (IB) track at Caleb Greenwood School and Kit Carson Middle School.</p> <p>The program will complement the successful IB Diploma Program at Luther Burbank High School in South Sacramento.</p> <p>Specialized program professional learning and conference expenditures are included in the \$550,000 amount expended.</p>	<p>GATE Resource Teacher 1000-3000 Base 73,312</p> <p>IB Site Instructional Coordinator, Resource Teachers and professional learning 1000-3000 Suppl/Con 550,000</p> <p>Specialized Program Professional Learning 5000-5999: Services And Other Operating Expenditures TBA</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 0</p>
<p>Scope of Service: District wide, Caleb Greenwood (IB)</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Gifted and Talented students</p>		<p>Scope of Service: District wide, Caleb Greenwood (IB)</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Gifted and Talented students</p>	
<p>Action 1.3: Develop an infrastructure for ongoing</p>	<p>Student progress is monitored through the District benchmark</p>	<p>A variety of assessments and diagnostic systems are used to monitor</p>	<p>Contract for Illuminate Data Management System</p>

<p>analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>1.3 A Provide collaboration time for teachers to analyze student work and monitor student progress. School sites will monitor progress and identify students who are in need of additional supports.</p> <p>Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress.</p>	<p>assessments and the Data Management system contract.</p> <p>5000-5999: Services And Other Operating Expenditures Base 130,000</p> <p>Contracts for diagnostic / intervention programs such as iReady</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 48,176</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 15,000</p> <p>Management Information Technician</p> <p>1000-4000 Title III 90,000</p> <p>Teacher Subs for Academic Conferences 1000-3000 Sup 07 F/R 62,654</p> <p>1000-3000 Sup 09 EL 10,273</p> <p>Supplemental Materials 4000-4999: Books And Supplies Sup 07 F/R 8,999</p> <p>4000-4999: Books And Supplies Sup 09 EL 1,985</p>	<p>student progress and adjust instruction.</p> <p>The expenditures for substitutes and supplemental materials from school sites have not been invoiced yet.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 130,000</p> <p>Contracts for diagnostic / intervention programs such as iReady</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 48,176</p> <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 15,000</p> <p>Multilingual Literacy Management Information technician 1000-4000 Title III 12,370</p> <p>1000-3000 Suppl/Con 70,000</p> <p>Teacher subs for Academic Conferences 1000-3000 Sup 07 F/R 0</p> <p>1000-3000 Sup 09 EL 0</p> <p>Supplemental Materials 4000-4999: Books And Supplies Sup 07 F/R 0</p> <p>4000-4999: Books And Supplies Sup 09 EL 0</p>
<p>Scope of Service</p> <p>District wide, school wide Cesar Chavez, Crocker Riverside, Earl Warren, Edward Kemble, Ethel I Baker, Hollywood Park, John Bidwell, Matsuyama, Nicholas, Oak Ridge, Pacific, Parkway, Peter Burnett, Tahoe</p>		<p>Scope of Service</p> <p>District wide, school wide Cesar Chavez, Crocker Riverside, Earl Warren, Edward Kemble, Ethel I Baker, Hollywood Park, John Bidwell, Matsuyama, Nicholas, Oak Ridge, Pacific, Parkway, Peter Burnett, Tahoe</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Stakeholder input spurred the district to provide data that is disaggregated to a greater degree than previously had been made available. The full data report, and the district's Strategic Plan Needs Assessment, is included as an appendix to the LCAP. Most of the key measures of progress as seen through the lens of state performance accountability frameworks have not shown significant changes in student achievement. While certain measures show a small degree of progress, the college and career readiness gaps for African American students, Hispanic/Latino students and students with disabilities have not changed appreciably.</p> <p>For LCFF target groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth), changes in A-G requirement completion, college readiness (EAP), AP exam scores of 3+, and Career Technical Education (CTE) pathway completion have either remained flat or declined. Though some progress has been made, many of the goals that were set by the district were not attained. The four year Cohort graduation rate has been rising overall and for most subgroups between 2012-14.</p> <p>The first year of CAASPP data indicated that on average, students in SCUSD are performing below state average, and in many cases performing below districts with similar demographics and student needs. College readiness as measured by the 11th grade ELA and Math tests indicate lack of proficiency that may be attributed to a lack of awareness of the import of this exam.</p> <p>English Language Learners are expected to show annual progress in English language development and to obtain English language proficiency. Our trend data show that our EL students are not making consistent progress in English Language Development. The district's reclassification rate did not keep pace with projections.</p> <p>Recommendations to strengthen the SCUSD educational program include:</p> <ul style="list-style-type: none"> • Continued professional learning for certificated and classified staff on all state standards • A system of intervention and supports • Provide students with greater access to, and training on, instructional technology • Continued focus on English Language learners' instruction and California ELD standards so that they experience the same rigor as English speakers while acquiring English language skills • Increased access to preschool, especially for low income and English learner students • Leverage districtwide support for the College Career Guidance Initiative <p>Students in demographic groups experiencing an opportunity gap (African American students, Hispanic/Latino, English Learners, foster youth and students with disabilities) must be supported so that they can make gains and reduce the district's</p>
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achievement gap. The district must work intentionally to reduce disproportionality and ensure that an increased percentage of students are on track to graduate college and career ready.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain FIT (Facilities Inspection Tool) rating at 100%. Each school will have at least 4 hours of custodial time (86.5 FTE). Each school will have a Plant Manager (71 FTE). District-wide attendance rates will increase to 96.5% for all, and 97% for Low income, 97% for EL, and 95% for Foster Youth. Chronic Absence will decrease to: <ul style="list-style-type: none"> • Elementary: 10.7% • K-8: 10.4% • Middle: 12.1 % • High: 21% • Low income: 13.7% • EL: 10% • Foster Youth: 29.1% Decrease High School suspension rate from 7.7% to 7%. Decrease middle school suspension rate from 6.8% to 6%. Decrease K-8 suspension rate from 3.8% to 3%. Decrease elementary suspension rate from 3.1% to 2.5%.</p>		<p>Actual Annual Measurable Outcomes: Facilities Inspection Tool rating is 100% Schools have a total of 88.0 FTE (average over 4 hours per site) Every school has a plant manager (71 FTE) Districtwide attendance rates (as of February 2016) ALL: from 95.37 to 95.5% Low Income: not available English Learners: not available Foster Youth: 95.8% Chronic Absence rates (2014-15 school year) <ul style="list-style-type: none"> • Elementary: 11.7% • K-8: 11.4% • Middle: 10.5% • High: 21.6% • Low Income: 17.4% • EL: 11.7% • Foster Youth: 33.7% Suspension rate: <ul style="list-style-type: none"> • High: 6.8% • Middle: 6.8% • K-8: 6.5% • Elementary: 2.9% </p>

<p>Drop out rate will decrease from 5.2% to 4.5% for all, 6% to 4.5% for Low income, 9.6% to 8% for EL.</p> <p>Maintain a middle school drop out rate of less than 1 percent</p> <p>Increase percentage of students reporting positive all school climate factors on the CA Healthy Kids Survey by 2%</p> <ul style="list-style-type: none"> • Elementary: School Environment from 45% to 47%; School Connectedness from 55% to 57%; Positive Peer Relationships from 45% to 47%; School Safety from 48% to 50% • Secondary: School Environment from 28% to 30%; School Connectedness from 39% to 41%; School Safety from 61% to 63%. 	<p>Drop out rate: to be advised (not available as of 4/22)</p> <p>Middle school drop out rate: to be advised.</p> <p>* Increase percentage of students reporting positive all school climate factors on the CA Healthy Kids Survey by 2%</p> <ul style="list-style-type: none"> • Elementary: not surveyed in 2014-15 • Secondary Grade 7: School Environment from 28% to 34%; School Connectedness from 39% to 46%; School Safety from 61% to 60%. • Secondary Grade 9: School Environment from 28% to 26%; School Connectedness from 39% to 31%; School Safety from 61% to 50%. • Secondary Grade 11: School Environment from 28% to 31%; School Connectedness from 39% to 35%; School Safety from 61% to 57%.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Service: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p>	<p>Increase custodial support staff to 2012-13 levels (estimated 26 FTE). Maintain level of plant managers (1 per school site).</p> <p>2000-3000 Base 8,778,584</p> <p>2000-3000 Suppl/Con 4,000,000</p> <p>Maintain custodial operational supplies (in addition to school allocation).</p> <p>4000-4999: Books And Supplies Base 175,256</p> <p>4000-4999: Books And Supplies Suppl/Con 650,000</p>	<p>Custodial staffing levels have increased somewhat in accordance with the strong preference of stakeholders. Clean and well maintained schools are welcoming, encourage school pride and connectedness; and enable other staff (such as principals, office staff and teachers) to concentrate on their essential duties.</p>	<p>Custodial staff and benefits (88 FTE). Plant Managers</p> <p>2000-3000 Base 7,782,095</p> <p>2000-3000 Suppl/Con 4,000,000</p> <p>Custodial operating supplies</p> <p>4000-4999: Books And Supplies Base 136,030</p> <p>4000-4999: Books And Supplies Suppl/Con 650,000</p>

Scope of Service	District wide	Scope of Service	District wide
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <p>2.2 A Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates. School staff will receive training in culturally competent classrooms and relationships.</p> <p>2.2 B Community-based positive programs and site-based staff support families and schools to prevent attendance problems and create a safe school environment.</p>	<p>Restorative Practices will begin to be fully implemented including the use of carryover funds (approx. \$200,000) from 2014-2015 school year which were not fully expended. 1000-4000 Suppl/Con 450,000</p> <p>Safe Schools Manager 2000-3000 Base 130,000</p> <p>School Resource Officers: Increased allocation to cover the full Sacramento PD Contract. Last year's LCAP only allocated the amount that was not covered in the budget. One additional officer. 5000-5999: Services And Other Operating Expenditures Suppl/Con 1,150,000</p> <p>Attendance, Drop out Prevention Coordinator and Specialist; Attendance Incentives 1000-4000 Suppl/Con 95,000</p> <p>Assistant Principals at school sites 1000-3000 Suppl/Con 1,062,000 1000-3000 Sup 07 F/R 180,003</p> <p>Learning Support Coordinator at school site 1000-3000 Sup 07 F/R 60,259</p>	<p>There are many programs within the SCUSD that support safe environments and positive climates.</p> <p>Nine schools have been trained in the use of Restorative Justice as an alternative discipline practice: Luther Burbank and New Technology High Schools; Albert Einstein, California, Rosa Parks, and Will C Wood Middle Schools; John Sloat, Oak Ridge, and Sutterville elementary schools.</p> <p>The Safe Schools Manager oversees school safety plans and the work of the School Resource Officers.</p> <p>Using locally-allocated funds, School Site Councils identify safety and climate needs and direct funds for positive climate and behavior supports that meet the needs and culture of the school population.</p>	<p>Restorative Practices staff and materials 1000-4000 Suppl/Con 450,000</p> <p>Safe Schools Manager 2000-3000 Base 111,311</p> <p>School Resource Officers - via Sacramento Police Department contract 5000-5999: Services And Other Operating Expenditures Base 1,255,010</p> <p>Attendance, Drop out Prevention Coordinator and Specialist; Attendance Incentives 1000-4000 Suppl/Con 145,654</p> <p>Assistant Principals at school sites 1000-3000 Suppl/Con 1,062,000 1000-3000 Sup 07 F/R 170,088</p> <p>Learning Support Coordinator at school site (SES) 1000-3000 Sup 07 F/R 3,735 1000-3000 Sup 09 EL 14,941</p> <p>School Community Liaisons, Office Tech/Clerks, Campus Monitors, Noon Duty and Walking Attendants 2000-</p>

	1000-3000 Sup 09 EL 18,279 School Community Liaisons, Office Tech/Clerks, Campus Monitors, Noon Duty and Walking Attendants 2000-3000 Sup 07 F/R 233,138 2000-3000 Sup 09 EL 10,305		3000 Sup 07 F/R 191,570 2000-3000 Sup 09 EL 12,953
<p>Scope of Service</p> <p>District wide, school wide Abraham Lincoln Bancroft Caroline Wenzel Edward Kemble Ethel I Baker Ethel Phillips Fr Keith B Kenny Isador Cohen Kennedy Health Professions Leonardo da Vinci McClatchy OW Erlewine Pacific Parkway Rosemont School of Engineering and Sciences Susan B Anthony Theodore Judah Woodbine</p>		<p>Scope of Service</p> <p>District wide, school wide. Abraham Lincoln Bancroft Caroline Wenzel Edward Kemble Ethel I Baker Ethel Phillips Fr Keith B Kenny Isador Cohen Kennedy Health Professions Leonardo da Vinci McClatchy OW Erlewine Pacific Parkway Rosemont School of Engineering and Sciences Susan B Anthony Theodore Judah Woodbine</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2: All schools will become safer, more culturally competent environments,</p>	District Nurses, Social Workers and School Psychologists	Wrap around health and mental health supports help overcome barriers to learning. Nursing staff, social workers	District Nurses, Social Workers and School Psychologists 1000-3000 Grant 1,962,627

<p>where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <p>2.2 C Mental and physical health supports are provided by nurses, social workers and school psychologists.</p> <p>2.2 D District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</p> <p>2.2 E School-based Nurses, Learning Support Specialists, Social Workers and Case Managers plan, organize and coordinate learning support services for low income, ELs, re-designated ELs, Foster Youth and students with disabilities with academic, behavior, attendance and/or social/emotional needs.</p> <p>2.2 F Ensure District Foster Youth Liaison has adequate time, knowledge, and resources to fully execute the responsibilities of the Foster Youth Ed Liaison in order to decrease adverse effects of school mobility on Foster Youth. (Not included in the update as no funds expended.)</p>	<p>1000-3000 Grant 1,892,412</p> <p>Increased nursing staff by 3 FTE; 6.38 FTE added to replace a share of expired funding (MAA) 1000-3000 Suppl/Con 1,080,000</p> <p>School Psychologists for Special Education (increase of 2, total 5 FTE)</p> <p>1000-3000 Suppl/Con 676,000</p> <p>Social Workers at School Sites (increase of 2, total 6.4 FTE)</p> <p>1000-3000 Suppl/Con 734,272</p> <p>1000-3000 Sup 07 F/R 188,794</p> <p>Connect Center Staff</p> <p>2000-3000 Suppl/Con 200,000</p> <p>Nurses at School Sites</p> <p>1000-3000 Sup 07 F/R 127,075</p> <p>Immunization Clinic staffing</p> <p>2000-3000 Suppl/Con 15,400</p> <p>Learning Support Specialists at School Sites 1000-4000 Sup 07 F/R 479,629</p> <p>Case Manager & Student Outreach Worker 2000-3000 Sup 07 F/R 79,609</p>	<p>and school psychologists meet the complex needs of SCUSD students. LCFF funds were used to increase these supports for SCUSD's highest-need students.</p> <p>Much of this coordination occurs in site-based Student Support Centers where staff meets the locally-determined needs, as described in the Single Plan for Student Achievement (SPSA).</p>	<p>Nursing salaries and benefits 1000-3000 Suppl/Con 1,080,000</p> <p>School Psychologists for Special Education Salaries and benefits 1000-3000 Suppl/Con 676,000</p> <p>Social Workers at school sites 1000-3000 Suppl/Con 657,276</p> <p>1000-3000 Sup 07 F/R 194,320</p> <p>Connect Center staff 2000-3000 Suppl/Con 200,000</p> <p>Nurses at School Sites 1000-3000 Sup 07 F/R 93,913</p> <p>Immunization Clinic staffing 2000-3000 Suppl/Con 15,400</p> <p>Learning Support Specialists at School Sites 1000-4000 Sup 07 F/R 390,802</p> <p>Case Manager & Student Outreach Worker 2000-3000 Sup 07 F/R 79,609</p>
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<p>Scope of Service</p> <p>District wide, school wide Abraham Lincoln AM Winn American Legion Bret Harte Caroline Wenzel Earl Warren Edward Kemble Elder Creek Ethel I Baker Ethel Phillips Fr Keith B Kenny Isador Cohen John Bidwell John Sloat John Still Kit Carson Leataata Floyd McClatchy Oak Ridge Pacific Peter Burnett Rosa Parks William Land Woodbine</p>		<p>Scope of Service</p> <p>District wide, school wide Abraham Lincoln AM Winn American Legion Bret Harte Caroline Wenzel Earl Warren Edward Kemble Elder Creek Ethel I Baker Ethel Phillips Fr Keith B Kenny Isador Cohen John Bidwell John Sloat John Still Kit Carson Leataata Floyd McClatchy Oak Ridge Pacific Peter Burnett Rosa Parks William Land Woodbine</p>	
<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p>	<p>Bullying Prevention Specialist, PBIS Implementation</p> <p>1000-4000 Base 200,000</p> <p>1000-4000 Grant</p> <p>Social Emotional Learning Director, and Materials</p>	<p>SCUSD's Bullying Prevention specialist provides training for administrators, school staff and parents, and puts bullying prevention/pro-social curriculum in classes for students.</p> <p>When a report of bullying is verified, the specialist implements action plans and</p>	<p>Bullying Prevention Specialist, PBIS Implementation 1000-4000 Base 200,000</p> <p>1000-4000 Grant</p> <p>Social Emotional Learning Director, and Materials 1000-4000 Suppl/Con 230,000</p>

<p>2.2 G Supports and training for positive school climates, including Social and Emotional Learning (SEL), bullying prevention, and Positive Behavior Intervention Support systems.</p>	<p>1000-4000 Suppl/Con 200,000</p> <hr/> <p>1000-4000 Grant 200,000</p> <p>Books and Supplemental Materials (Einstein, Cabrillo and Pony Express)</p> <p>4000-4999: Books And Supplies Sup 07 F/R 11,000</p> <p>PBIS Training at School Site (John Still) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 10,500</p>	<p>safety plans. Many of our schools are implementing this layered approach and reporting a positive increase in their school climate.</p> <p>SCUSD is in the fourth year of the Social Emotional Learning initiative (grant supported by NOVO foundation) and has engaged widespread support of district leadership, site administrators, and family and community members.</p> <p>A pilot survey to measure student social-emotional competencies will be added to Goal 2 metrics as a baseline for assessing the impact of district SEL programs.</p> <p>A small number of SCUSD schools are being trained in Positive Behavior Interventions and Supports.</p>	<p>1000-4000 Grant 20,000</p> <p>Books and Supplemental Materials (Einstein, Cabrillo and Pony Express) 4000-4999: Books And Supplies Sup 07 F/R 11,000</p> <p>PBIS Training at School Site (John Still) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 10,500</p>				
<table border="1"> <tr> <td data-bbox="109 846 243 1032">Scope of Service</td> <td data-bbox="243 846 560 1032">District wide, school wide Albert Einstein John Cabrillo John Still Pony Express</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide, school wide Albert Einstein John Cabrillo John Still Pony Express		<table border="1"> <tr> <td data-bbox="1039 846 1178 1032">Scope of Service</td> <td data-bbox="1178 846 1505 1032">District wide, school wide Albert Einstein John Cabrillo John Still Pony Express</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide, school wide Albert Einstein John Cabrillo John Still Pony Express	
Scope of Service	District wide, school wide Albert Einstein John Cabrillo John Still Pony Express						
Scope of Service	District wide, school wide Albert Einstein John Cabrillo John Still Pony Express						
<p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning</p>	<p>District librarians</p> <hr/> <p>1000-3000 Suppl/Con 1,300,000</p> <p>Librarians at school sites</p>	<p>A full-time librarian is in every high school, and a half-time librarian is provided for middle schools.</p>	<p>District librarians</p> <hr/> <p>Suppl/Con 1,047,710</p> <p>Librarians at school sites</p>				

<p>through technology-based activities, project-based learning, extended extracurricular and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.).</p>	<p>1000-3000 Sup 07 F/R 27,907</p>	<p>Elementary schools may fund a library/media technician or clerk through the LCFF funds allocated through their Single Plan for Student Achievement (SPSA).</p>	<p>1000-3000 Sup 07 F/R 28,913</p>
<p>2.3 A Librarian/media technicians assist with research and project based learning.</p>	<p>Library media technicians, library clerks at school sites</p>	<p>The allocations for supplemental materials have not been expensed at the time of the Annual Update. However, School Site Councils are tasked with monitoring the use of those allocations.</p>	<p>Library media technicians, library clerks at school sites</p>
<p>2.3 B Resources to maintain libraries and media centers, including professional development for staff. Low income, EL and Foster Youth have access to computer hardware and software to enhance instruction and provide career technical and college readiness activities.</p>	<p>2000-3000 Sup 07 F/R 209,846</p>		<p>2000-3000 Sup 07 F/R 160,479</p>
<p>2.3 C Foster Youth student engagement activities, including fees for extracurricular activities, in order to decrease adverse effects of mobility on foster youth.</p>	<p>2000-3000 Sup 09 EL 10,474</p>		<p>1000-3000 Sup 09 EL 1,003</p>
	<p>Supplemental materials, library books, production services</p>		<p>Supplemental materials, library books, production services</p>
	<p>4000-4999: Books And Supplies Sup 07 F/R 114,866</p>		<p>4000-4999: Books And Supplies Sup 07 F/R 0</p>
	<p>4000-4999: Books And Supplies Sup 09 EL 32,938</p>		<p>4000-4999: Books And Supplies Sup 09 EL 0</p>
	<p>Extended learning enrichment opportunities</p>		<p>Extended learning enrichment opportunities</p>
	<p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 73,444</p>		<p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 0</p>
	<p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 9,896</p>		<p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 0</p>
	<p>Foster Youth Program Associate (see Action 1.1 G)</p>		<p>Foster Youth Program Associate (see Action 1.1 G) 2000-3000 Suppl/Con</p>
	<p>2000-3000 Suppl/Con</p>		<p>High School Athletic Stipends (10,000 per high school) 1000-4000 Base 50,000</p>
	<p>High School Athletic Stipends (10,000 per high school) 1000-4000 Base 50,000</p>		

<p>Scope of Service</p> <p>District wide, school wide Abraham Lincoln American Legion Bret Harte California Cap City Caroline Wenzel David Lubin Edward Kemble Golden Empire Hollywood Park Isador Cohen James Marshall John Sloat Mark Twain Matsuyama Nicholas OW Erlewine Pony Express Sam Brannan Sequoia Sutterville Tahoe Theodore Judah West Campus William Land</p>		<p>Scope of Service</p> <p>District wide, school wide Abraham Lincoln American Legion Bret Harte California Cap City Caroline Wenzel David Lubin Edward Kemble Golden Empire Hollywood Park Isador Cohen James Marshall John Sloat Mark Twain Matsuyama Nicholas OW Erlewine Pony Express Sam Brannan Sequoia Sutterville Tahoe Theodore Judah West Campus William Land</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning</p>	<p>Upgrade Technology: Network and wireless expansion. Support for infrastructure and additional computer hardware using Measure I and Q Bonds & E-Rate funds.</p>	<p>District technology upgrade and expansion services have been implemented as planned.</p> <p>Using locally-allocated funds, School Site Councils identify technology needs and direct funds for staffing, hardware</p>	<p>Upgrade Technology: Network and wireless expansion. Support for infrastructure and additional computer hardware using Measure I and Q Bonds & E-Rate funds.</p>

<p>program involvement, including costs associated with other enrichment opportunities.</p> <p>2.3D Computer hardware, infrastructure, and materials to enhance instruction and provide career-technical and college readiness activities.</p> <p>Professional development for staff.</p> <p>Technicians and instructional assistants to provide guidance and enrichment.</p>	<p>5000-5999: Services And Other Operating Expenditures Bond 3,500,000</p> <p>Computer hardware at school sites</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 165,424</p> <p>4000-4999: Books And Supplies Sup 09 EL 38,726</p> <p>Computer technician</p> <hr/> <p>2000-3000 Sup 07 F/R 95,110</p> <p>Instructional Assistants</p> <hr/> <p>2000-3000 Sup 07 F/R 60,935</p> <p>2000-3000 Sup 09 EL 2,321</p> <p>Supplemental materials</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 75,999</p> <p>4000-4999: Books And Supplies Sup 09 EL 20,625</p>	<p>and software supports that meet the needs and challenges of the school population. At the time of this report, not all expenses have been submitted.</p>	<p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3,500,000</p> <p>Computer hardware at school sites</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 0</p> <p>4000-4999: Books And Supplies Sup 09 EL 0</p> <p>Computer technician</p> <hr/> <p>2000-3000 Sup 07 F/R 96,812</p> <p>Instructional Assistants 2000-3000 Sup 07 F/R 0</p> <p>2000-3000 Sup 09 EL 0</p> <p>Supplemental materials 4000-4999: Books And Supplies Sup 07 F/R 0</p> <p>4000-4999: Books And Supplies Sup 09 EL 0</p>
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<p>Scope of Service</p>	<p>District wide, school wide Albert Einstein Alice Birney AM Winn Bret Harte Caleb Greenwood Camellia Cap City Cesar Chavez David Lubin Didion Earl Warren Edward Kemble Elder Creek Ethel I Baker Fern Bacon Hiram Johnson Hollywood Park Isador Cohen James Marshall Mark Twain Matsuyama Martin Luther King Oak Ridge OW Erlewine Phoebe Pony Express Rosa Parks Sam Brannan Sutterville Tahoe Theodore Judah West Campus William Land</p>		<p>Scope of Service</p>	<p>District wide, school wide Albert Einstein Alice Birney AM Winn Bret Harte Caleb Greenwood Camellia Cap City Cesar Chavez David Lubin Didion Earl Warren Edward Kemble Elder Creek Ethel I Baker Fern Bacon Hiram Johnson Hollywood Park Isador Cohen James Marshall Mark Twain Matsuyama Martin Luther King Oak Ridge OW Erlewine Phoebe Pony Express Rosa Parks Sam Brannan Sutterville Tahoe Theodore Judah West Campus William Land</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		

Scope of Service	District wide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Positive school climate is a top priority for the SCUSD community. The district's Equity department is working with the National Equity Project this year to encourage honest conversations about race, implicit bias, and institutionalized practices that contribute to our achievement gap, as well as discipline and opportunity gaps.</p> <p>Social Emotional Learning (SEL) has been expanded in cohorts over the past four years, and the impetus to use more Restorative Practices deepened in the last year. Positive Behavior Supports and Interventions (PBIS) are used in a small number of schools. However, there is a need for an integrated approach to positive school climate in SCUSD schools. Led by the Equity department, SCUSD will implement SPARK - a coordinated, coherent framework to integrate SEL, PBIS and Restorative Practices.</p> <p>With a high percentage of students identified as low income, foster youth, or homeless, barriers to learning often need to be addressed. Wraparound services provided by the Student Support Services department are highly valued by the community, and supported by data. The Connect Center located at the district office operates at full capacity, serving students whose schools do not have a local Student Support Center. The addition of social workers with the 2015-16 LCAP has resulted in more students being served.</p> <p>For the 2016-17 LCAP, district librarians and library/media technicians will be carried in Goal 1 (College and Career Ready Students). While there is a component to student engagement provided by a librarian, the primary role is that of an academic support.</p> <p>The California Healthy Kids Survey (CHKS) is not going to be used by SCUSD as a metric associated with climate. The district will use our district-developed 2015-16 SEL survey as a baseline measure of school climate.</p>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan Pillar 2</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Parent Resource Centers at school sites will increase to 62. • 100% of School Site Councils will maintain proper composition. • 75% of schools with an English Learners Advisory Committee (ELAC) will send a representative to at least one DELAC meeting per year. • Increase the number of Parent/Teacher Home Visits to 3,600. • Academic Parent-Teacher Team school participation will increase to 13 schools. • Increase percentage of district schools with active parent groups to 76%. • Increase the number of school sites, and the number of participants, in the Parent Leadership Pathway to 25 sites, 310 total participants. • Maintain participation of English Learners in the Parent Leadership Pathway at 75% or greater. • LCAP survey participation: (2275 responses in 2014-15) <p>Low Income 66% English Learner 48%</p>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Parent Resource Centers at school sites number 51 as of January 31, 2016. • 73% of School Site Councils are properly composed. • As of January 31, 2016, of the schools required to have an ELAC, 52.1% sent a representative to at least one DELAC meeting. • Parent/Teacher Home Visits number 3,078 as of January 31, 2016. • Academic Parent-Teacher Team schools: 13. • Parent groups are active at 75% of district schools. • Parent Leadership Pathway participation as of January 31, 2016: 17 sites, 152 total participants • Participation of English Learners in the Parent Leadership Pathway is 76%. • Fall Strategic Plan survey participation: (1743 responses as of January 31, 2016) <p>Low Income 78% English Learner unavailable</p>

Parent/Family 45% Students 28% Staff 20% Community Members 6% Community Partners 1%	Parent/Family 26.2% Student 17.8% Staff 37.5% Community Member/Partner 8.4%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1 Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.	District Parent Resource Center staff 2000-3000 Suppl/Con 430,201 2000-3000 Title I 169,799	The district Parent Resource Center is fully staffed with four Family Partnership Facilitators, who are all bilingual.	Salaries and benefits 2000-3000 Suppl/Con 408,876 2000-3000 Title I 266,485
Service 3.1 A <ul style="list-style-type: none"> District provides parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building activities. 	Parent/Teacher Home Visit Program and Academic Parent-Teacher Teams 1000-4000 Title I 275,000 3000-3999: Employee Benefits Suppl/Con 35,000	Schools that receive access to the Parent Leadership Pathway instruction are SCUSD's high-need schools, and the participation rate for parents of English Learners is over the goal of 75%.	Staff Stipends for Participation in Home Visits 1000-4000 Title I 275,000 Health Benefits for Home Visit staff 3000-3999: Employee Benefits Suppl/Con 35,000
Service 3.1 B <ul style="list-style-type: none"> The Parent/Teacher Home Visit Project and Academic Parent-Teacher Teams focus on improved student learning inside and outside school. 		The Parent/Teacher Home Visit Project is reaching, or on pace to reach, all district goals that have been set for home visits and parent/caregiver education using the Academic Parent-Teacher Team model.	
Scope of Service: Districtwide		Scope of Service: Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>Service 3.1 C</p> <ul style="list-style-type: none"> Personnel and services to support families in attending parent education activities, decision-making committees (such as School Site Council and ELAC/DELAC), informational meetings, and school events and in volunteering at the school, especially low income, ELs and students with disabilities. 	<p>Parent Advisors, Case Manager and School Community Liaisons assigned to parent outreach at school sites:</p> <p>Burbank HS, Fern Bacon MS, McClatchy HS, Harkness ES, Cesar Chavez ES, Hollywood Park ES, Johnson HS, Kit Carson MS, LDV K-8, Matsuyama ES.</p> <p>2000-3000 Sup 07 F/R 341,726</p> <p>Parent Advisors and School Community Liaisons assigned to parent outreach and support at school sites:</p> <p>Fern Bacon MS, John Sloat ES, Earl Warren ES.</p> <p>2000-3000 Sup 09 EL 15,409</p> <p>Site-designated Parent Trainings at schools:</p> <p>Wenzel ES, Cesar Chavez ES, Einstein MS, Elder Creek ES, Ethel I Baker ES, Fern Bacon MS, Fr Keith B Kenny K-8, Harkness ES, Hollywood Park ES, Isador Cohen ES, John Cabrillo ES, John Sloat ES, Leataata Floyd ES, Sam Brannan MS, Sequoia ES, Sutter MS, West Campus HS.</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 14,777</p> <p>Site-designated Parent Trainings at schools:</p> <p>Caroline Wenzel, Cesar Chavez, Fr.</p>	<p>Parent Advisors, School Community Liaisons and a Case Manager provide parent outreach and support at school sites.</p> <p>School sites provide training for parents (based on student/family needs and site data). Materials and child care are provided to facilitate attendance at meetings.</p> <p>The services in 3.1 C are determined at the local level by school sites named in this section.</p>	<p>Salaries at:</p> <p>Burbank HS, Fern Bacon MS, McClatchy HS, Harkness ES, Cesar Chavez ES, Hollywood Park ES, Johnson HS, Kit Carson MS, LDV K-8, Matsuyama ES.</p> <p>2000-3000 Sup 07 F/R 330,266</p> <p>Salaries at:</p> <p>Fern Bacon MS, John Sloat ES, Earl Warren ES.</p> <p>2000-3000 Sup 09 EL 13,033</p> <p>Parent Training Costs at:</p> <p>Site-designated Parent Trainings at schools:</p> <p>Wenzel ES, Cesar Chavez ES, Einstein MS, Elder Creek ES, Ethel I Baker ES, Fern Bacon MS, Fr Keith B Kenny K-8, Harkness ES, Hollywood Park ES, Isador Cohen ES, John Cabrillo ES, John Sloat ES, Leataata Floyd ES, Sam Brannan MS, Sequoia ES, Sutter MS, West Campus HS.</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 16,332</p> <p>Site-designated Parent Trainings at schools:</p> <p>Caroline Wenzel, Cesar Chavez, Fr. Keith B. Kenny K-8, Harkness ES, John Sloat ES, Johnson HS, Kemble ES, Martin Luther King K-8, Sam Brannan MS, Sequoia ES, West Campus HS.</p>

Keith B. Kenny K-8, Harkness ES, John Sloat ES, Johnson HS, Kemble ES, Martin Luther King K-8, Sam Brannan MS, Sequoia ES, West Campus HS.

5000-5999: Services And Other Operating Expenditures Sup 09 EL 9,991

Parent Meeting Supplies at these sites:

Cesar Chavez ES, David Lubin ES, Einstein MS, Elder Creek ES, Ethel I Baker ES, Golden Empire ES, Health Professions HS, Hollywood Park ES, Isador Cohen ES, Kemble ES, McClatchy HS, Nicholas ES, Oak Ridge ES, Pacific ES, Peter Burnett ES, Sutterville ES, Tahoe ES, Will C Wood MS.

4000-4999: Books And Supplies Sup 07 F/R 20,239

Parent Meeting Supplies at these sites:

Cesar Chavez ES, Elder Creek ES, Fern Bacon MS, Golden Empire ES, Health Professions HS, Hollywood Park ES, Isador Cohen ES, Marshall ES, McClatchy HS, Nicholas ES, Peter Burnett ES, Rosemont HS, Sequoia ES, Sutterville ES, Will C Wood MS.

4000-4999: Books And Supplies Sup 09 EL 12,145

Child Care for parent meetings at school sites:

Ethel I Baker ES, Nicholas ES, Cesar Chavez ES, Elder Creek ES,

5000-5999: Services And Other Operating Expenditures Sup 09 EL 3,270

Parent Meeting Supplies at these sites:

Cesar Chavez ES, David Lubin ES, Einstein MS, Elder Creek ES, Ethel I Baker ES, Golden Empire ES, Health Professions HS, Hollywood Park ES, Isador Cohen ES, Kemble ES, McClatchy HS, Nicholas ES, Oak Ridge ES, Pacific ES, Peter Burnett ES, Sutterville ES, Tahoe ES, Will C Wood MS.

5000-5999: Services And Other Operating Expenditures Sup 07 F/R 28,108

Parent Meeting Supplies at these sites:

Cesar Chavez ES, Elder Creek ES, Fern Bacon MS, Golden Empire ES, Health Professions HS, Hollywood Park ES, Isador Cohen ES, Marshall ES, McClatchy HS, Nicholas ES, Peter Burnett ES, Rosemont HS, Sequoia ES, Sutterville ES, Will C Wood MS.

4000-4999: Books And Supplies Sup 09 EL 6,725

Child Care for parent meetings at school sites:

Ethel I Baker ES, Nicholas ES, Cesar Chavez ES, Elder Creek ES, Hollywood Park

2000-3000 Sup 07 F/R 5,256

Child Care for parent meetings at

	<p>Hollywood Park</p> <p>2000-3000 Sup 07 F/R 1,520</p> <p>Child Care for parent meetings at school sites:</p> <p>Nicholas ES, Cesar Chavez ES, Camellia ES, Fern Bacon MS, Kemble ES, Sutterville ES.</p> <p>2000-3000 Sup 09 EL 2,157</p>		<p>school sites:</p> <p>Nicholas ES, Cesar Chavez ES, Camellia ES, Fern Bacon MS, Kemble ES, Sutterville ES.</p> <p>2000-3000 Sup 09 EL 10,715</p>
<p>Scope of Service School wide: at specific sites as detailed.</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>		<p>Scope of Service Schoolwide as detailed</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	
<p>Action 3.2</p> <p>Stakeholders will receive improved district and site communications, including translation/interpretation services.</p> <p>Services 3.2 A:</p> <ul style="list-style-type: none"> • Translation and interpretation are provided in five languages by Matriculation and Orientation Center bilingual staff at district events and in schools. • Parent notification about EL achievement is provided by Management Information Technician. • School sites communicate regularly with parents/guardians 	<p>Maintain Matriculation and Orientation Center (MOC) translators</p> <p>2000-3000 Suppl/Con 700,000</p> <p>Maintain Management Information Technician</p> <p>(expenditure in Goal 1, Action 1.3)</p> <p>Translation services provided at school sites:</p> <ul style="list-style-type: none"> • Sutter MS, Woodbine ES <p>2000-3000 Sup 07 F/R 15,500</p> <p>Translation services provided at</p>	<p>Matriculation and Orientation Center (MOC) employs assessor/translators proficient in these languages:</p> <p>Spanish (3)</p> <p>Hmong (2)</p> <p>Cantonese (1)</p> <p>Vietnamese (1)</p> <p>Russian/Ukranian (1)</p> <p>SCUSD is committed to providing translation and interpretation as widely as is feasible in order to decrease barriers for parents who do not speak English.</p> <p>Services and expenditures at school sites are budgeted at the local level and scheduled based on need. Examples of services would include oral interpretation for parent teacher</p>	<p>Salaries and benefits 2000-3000 Suppl/Con 858,529</p> <p>No expense to report in this goal. (See Goal 1, Action 1.3.)</p> <p>Translation services provided at school sites:</p> <ul style="list-style-type: none"> • Sutter MS, Woodbine ES <p>2000-3000 Suppl/Con 30,755</p> <p>Translation services provided at school sites:</p> <ul style="list-style-type: none"> • Nicholas ES, Pacific ES, Theodore Judah ES, Woodbine ES <p>2000-3000 Sup 09 EL 33,610</p>

<p>through websites, phone outreach, mailings and meetings, especially parents of low income, English Learners, and students with disabilities.</p>	<p>school sites:</p> <ul style="list-style-type: none"> Nicholas ES, Pacific ES, Theodore Judah ES, Woodbine ES <p>2000-3000 Sup 09 EL 27,533</p> <p>Site Communications Expenses:</p> <ul style="list-style-type: none"> Capital City HS, Cesar Chavez ES, David Lubin ES, Didion K-8, Einstein MS, Elder Creek ES, Ethel I Baker ES, Fr Keith B Kenny K-8, Hollywood Park ES, Isador Cohen ES, Nicholas ES, Sutterville ES, William Land ES. <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 9,038</p> <p>Site Communications Expenses:</p> <ul style="list-style-type: none"> Capital City HS, Cesar Chavez ES, Elder Creek ES, John Bidwell ES, Kemble ES, Kit Carson MS, Nicholas ES, Peter Burnett ES, Pony Express ES. <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 4,848</p>	<p>conferences, parent trainings, informational meetings, etc.</p> <p>Communication expenses include, but are not limited to: mailings, website maintenance, newsletters or flyers. Sites translate written materials in order to provide improved communication.</p>	<p>Site Communications Expenses:</p> <ul style="list-style-type: none"> Capital City HS, Cesar Chavez ES, David Lubin ES, Didion K-8, Einstein MS, Elder Creek ES, Ethel I Baker ES, Fr Keith B Kenny K-8, Hollywood Park ES, Isador Cohen ES, Nicholas ES, Sutterville ES, William Land ES. <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 5,313</p> <p>Site Communications Expenses:</p> <ul style="list-style-type: none"> Capital City HS, Cesar Chavez ES, Elder Creek ES, John Bidwell ES, Kemble ES, Kit Carson MS, Nicholas ES, Peter Burnett ES, Pony Express ES. <p>5000-5999: Services And Other Operating Expenditures Sup 09 EL 3,275</p>
<p>Scope of Service District wide, school wide in sites as noted.</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide (MOC) and Schoolwide as noted</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Service 3.2 B</p> <ul style="list-style-type: none"> • Provide prompt communication to foster guardians. 	<p>Maintain Foster Youth Services staff (expenditure in Goal 1, Action 1.1)</p>	<p>Foster Youth Services staff provide prompt communication to foster guardians, and schedule community gatherings to build awareness of services offered to SCUSD Foster Youth.</p> <p>In the 2015-16 school year, these events included:</p> <ul style="list-style-type: none"> • Back to School Night • Holiday Celebration • Summer Learning Opportunities <p>SCUSD FYS staff also coordinate and nurture a Foster Youth guardian council that meets periodically to address concerns of foster guardians.</p>	<p>No expenditure here (see Goal 1, Action 1.1)</p>
<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Family and Community Engagement continues to be an area of strength for SCUSD. The mission of the department is to increase the capacity of both parents and staff in best practices of family engagement, so that families feel valued and empowered to be advocates for their students' educational needs.</p> <p>Expansion of the Matriculation and Orientation Center (MOC) translation and interpretation staff with an additional Spanish and an additional Hmong translator was successful in decreasing barriers for parent leadership and enhancing communication between the district and families. The extra staff not only provided support with enrollment and assessment of students at the district office, but supported the parent advisory committees. The District English Learner Advisory Committee (DELAC) has been reinvigorated by highly engaged monolingual parent advocate-leaders. Additionally the LCAP English Learner Parent Advisory Committee, as a subcommittee of DELAC, is facilitated in English and Spanish.</p> <p>The Parent Leadership Pathway (PLP) three-tiered parent workshop series offers progressively more sophisticated topics on</p>		

education and parenting as participants complete each 10 week session. The series is offered at school sites, in the language(s) both verbal and written of that community, at the time determined by the parent participants' site, with childcare and a light snack provided. A pilot high school workshop was created this year with a curriculum requested by English Learner parents: how to support and coach students on the path to college.

These workshops are on track to reach specified goals and will continue for the 2016-17 school year.

There are a number of other engagement opportunities within our district for parents. Parents and caregivers are offered other learning activities, such as the monthly Parent Information Exchange luncheon, field trips to UC Davis, CSU Sacramento and Sacramento City College. Parent Resource Center staff also provided one- and two-hour workshops at school sites throughout the year for School Site Councils, PTAs, and other parent meetings on a variety of topics.

Future goals include finding more opportunities to provide school site staff with training on effective parent engagement.

The Parent/Teacher Home Visit Project (PTHVP) is a valued partner of the SCUSD, successfully building relationships with families as they help them to understand how to support their students' academic performance. This project continues to be supported with Title I and some LCFF funds. The district is building data systems to encourage more evaluation of the impact of home visits on the students whose families are participating.

The activities of the district Parent Resource Center staff and the Parent/Teacher Home Visit Project will continue for the 2016-17 year. The district has included "Family and Community Empowerment" as one of the four goals in the next five-year Strategic Plan.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

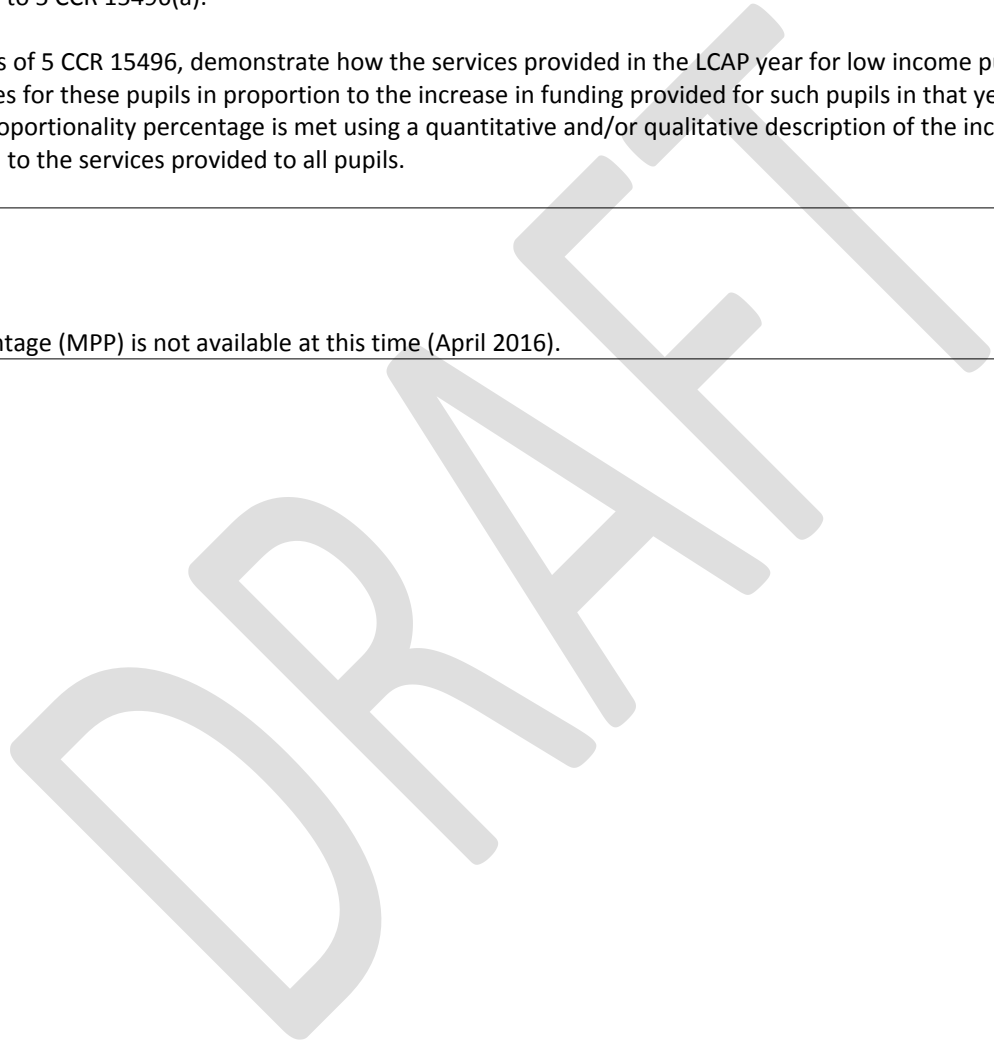
Total amount of Supplemental and Concentration grant funds calculated:	\$48,000,000(est.)
<p>In Sacramento City Unified School District (SCUSD), the percentage of students within the target subgroups in the 2015-16 school year is approximately 68% of the overall student population. The district may use Supplemental and Concentration grant funds for all students, but must demonstrate that the use of funds is an effective way to meet the goals for students as described in the Local Control and Accountability Plan.</p> <p>Districtwide, the need for teachers is acute. There is a shortage of substitutes and -- as is common statewide -- new teacher contracts are not keeping pace with retirement. In order to create optimal working conditions, SCUSD has alloted supplemental and concentration funds to support class size reduction to a ratio of 24:1 in early [transitional] Kindergarten to third grade. This is necessary to create conditions in our district that are on par with neighboring districts so as to attract and retain classroom teachers. SCUSD's unduplicated students will experience positive outcomes when provided with fully credentialed, highly qualified teachers. SCUSD had been moving incrementally toward the 24:1 ratio. For the past three years, class size reduction was one of the highest priorities in district stakeholder surveys.</p> <p>In order to increase student readiness, SCUSD will support early childhood education with an expansion of Early Kindergarten to the Washington Elementary School, reopening after being closed four years ago for insufficient enrollment. Academic counseling services are needed at every middle and high school so that unduplicated students and their families understand how to navigate the path to college and career. Career Technical Education is provided within the Linked Learning initiative to pique student interest in work-based learning opportunities. With expansion of the College Career Guidance Initiative, SCUSD students will be exposed to post secondary options and will understand the course options needed to attain their goals as well as the requirements, both academic and financial, to attaining a college education.</p> <p>The SPARK initiative will provide a coherent structure for positive school climate and alternative discipline practices at every school in the district. Starting with the required staff self assessment of pro-social skills and interest in the programs, schools will be assigned to the readiness level that staff indicate. Each school will participate in summer learning and rigorous data collection to assess impact.</p> <p>To ensure a partnership with families and to promote positive two-way conversations about student academic achievement, the district provides parent education and training, and the translation/interpretation services of the Matriculation and Orientation Center (MOC). The district also partners with the national Parent / Teacher Home Visit Project at Title I schools to build relationships with families and remove cultural or linguistic preconceptions that may stand in the way of effective communication.</p> <p>School sites are provided a share of supplemental and concentration grant funds based on the percent of low income and English learners at the site, in order to provide locally-determined services that meet site needs. Examples of services include: Resource teachers, instructional aides and bilingual instructional aides, intervention provided by teachers, student support services and nursing staff, parent advisors and translation. The seven district schools (identified with an asterisk in schoolwide expenditures) that have fewer than 40 percent unduplicated students have implemented services identified as the most effective based on research, educational theory, or past practice.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

n/a	%
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The minimum proportionality percentage (MPP) is not available at this time (April 2016).



LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).



Needs Assessment

Fall 2015



**Board Meeting
October 15, 2015
Agenda Item 11.2**

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Overview

This Needs Assessment was created over a six-week period at the start of the 2015-16 school year. Requested and reviewed by the Board of Education and District Leadership, the Needs Assessment report is the first major deliverable in the strategic planning process. The Needs Assessment's primary purpose is to outline the district's current context, based on data reviewed thus far, and then identify needs to address and make recommendations for the Strategic Plan.

The report begins with a brief snapshot of the district. Following that is a description of the strategic planning process; a description of data gathered from focus groups; a data review of a variety of student, school, and district information; and a review of other district's Strategic Plans/LCAPs. The report concludes with a summary of key needs and key recommendations.

Sacramento City Unified School District

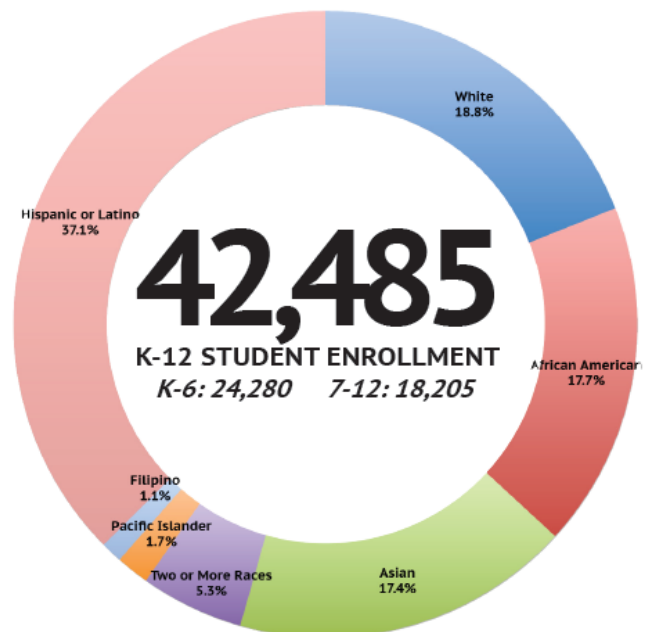


Sacramento City Unified School District (SCUSD) is the 10th largest school district in California and one of the oldest in the western United States, established in 1854. The district spans 70 square miles in urban Sacramento and serves over 42,000 students on 76 campuses, including 43 elementary schools, 12 high schools, nine K-8 schools, six middle schools, four multiple grade schools, and two adult schools. Superintendent José Banda and his Cabinet oversee a \$449.5 million budget.

SCUSD's board-adopted mission statement promises the community that students will "graduate as globally competitive life-long learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society." Sacramento is one of the most racially diverse cities in the United States and SCUSD's student population reflects this diversity. Residents within SCUSD speak more than 48 languages; 38 percent of students do not speak English at home and 22 percent of students are designated as English Language Learners.

Sacramento is also a high-poverty school district with over 68% of students eligible for free or reduced price lunches. Thirteen percent of all students receive special education services.

Since the adoption of Strategic Plan 2010-2014: *Putting Children First* in the spring of 2010, SCUSD has focused its work in three areas to meet commitments to the community with Career- and College-Ready Students; Family and Community Engagement; and Organizational Transformation. With the implementation of Local Control Funding Formula in 2014, the district's Local Control and Accountability Plan (LCAP) included a strategic goal for Safe, Clean, Healthy and Emotionally Healthy Schools to indicate its strong support for positive school climate.



Report Introduction

Why is this important?

During the last school year, Sacramento City Unified School District started to plan for an update to its now-expired strategic plan. When the state introduced the Local Control Funding Formula and the Local Control and Accountability Plan (LCAP), the LCAP was intentionally aligned to the current strategic plan pillars, but the documents are not one, as they should be. Consequently, the **main outcome** of the planning process this year is a high-quality strategic plan that will:

- Integrate with the LCAP,
- Reflect best educational practices, and will be feasible and sustainable,
- Capture the needs and visions of all Sac City stakeholder groups, including students and their families, teachers, principals, central office staff, community members, the Superintendent, the Board of Education, etc.

What is our process?

The District is following a Change Design Process, outlined below, to update its strategic plan.

Phase	Date	Key Activities	Outcome
Pre-Work	July - Early August 2015	<ul style="list-style-type: none"> • Develop a project plan. • Determine team structure, and plan for stakeholder engagement. • Develop and deliver communications to launch project. 	<ul style="list-style-type: none"> • Project Plan • Team Structure • Introductory Communications
Discover and Interpret	Mid-August-Sept. 2015	<ul style="list-style-type: none"> • Design Discover Process. • Conduct focus groups, review strategic plans and LCAPs from other districts, examine internal and external data (achievement data, culture and climate data, budget and operations data). • Produce a Needs Assessment 	<ul style="list-style-type: none"> • Stakeholder and Other Data Gathered and Analyzed • Needs Assessment
Ideate and Prototype	October 2015	<ul style="list-style-type: none"> • Based on the results of the Needs Assessment, develop key ideas to incorporate into first draft of plan. • Develop “final” first draft of strategic plan to share for feedback. • Develop survey and other materials to gather feedback. 	<ul style="list-style-type: none"> • First Draft of Strategic Plan
1 st Cycle of Gathering Feedback and Refining Prototype	Nov. 2015 - January, 2016	<ul style="list-style-type: none"> • Share draft with stakeholders by training Public Education Volunteers (PEVs) to gather feedback from the community, hosting community meetings, conducting meetings at school sites (facilitated by principals). • Gather and examine feedback. • Refine draft for a second cycle of gathering feedback. Note that, in January and February, we will be integrating in next year’s LCAP. 	<ul style="list-style-type: none"> • Feedback from Public Education Volunteers (PEVs), Community Meetings, School-Site Meetings, etc. • Other Data Gathered and Analyzed • Second Draft of Strategic Plan

Integration with the 2016-2019 Local Control and Accountability Plan			
2nd Cycle of Gathering Feedback and Refining Prototype	February – April, 2016	<ul style="list-style-type: none"> • Share second draft (with integrated LCAP) with stakeholders through PEVs, community meetings, and school site meetings (facilitated by principals). • Gather and examine feedback. • Develop a semi-final version based on feedback from the 2nd cycle. 	<ul style="list-style-type: none"> • Feedback from PEVS, Community Meetings, School-Site Meetings, etc. • Other Data Gathered and Analyzed • Third Draft of Strategic Plan, with aligned LCAP
Finalizing, Approval, and Preparing for Implementation	May-June 2016	<ul style="list-style-type: none"> • Make final changes to plan. • Share plan and obtain board approval. • Create metrics for implementation and impact 	<ul style="list-style-type: none"> • Approved and Finalized Strategic Plan and LCAP • Implementation Plans, Teams, etc. in Place to Implement Strategic Plan and LCAP

Who has been and/or will be involved in this process?

SCUSD’s Chief of Strategy and Innovation Al Rogers is overseeing the Strategic Planning Process, while Cathy Morrison, LCAP/SPSA Coordinator, manages the project. A small, working group – The Strategic Plan Design Team – representing many of the District’s stakeholder groups, is responsible for developing the strategic plan. Drafts of the strategic plan will be shared with LCAP Advisory Committees, the larger community through community meetings, school sites through principal-led school site meetings, and the larger community through Public Education Volunteers who are trained to share and gather feedback with their network.

What is the Needs Assessment? Why is this important?

The Needs Assessment gives the strategic plan direction, ensuring that the strategic plan is rooted in reality and that strategies to address needs are not only based in best practice, feasible and sustainable but even more importantly, will make a positive impact on SCUSD students, families, teachers, principals, central office staff, and the broader District community.

How did we develop the Needs Assessment? What data did we review and why?

The Needs Assessment was developed through the Discover Phase, launched in mid-August. In order to start to understand the full context of the District, the Discover Phase necessarily involved engaging in deep conversations with diverse stakeholders through focus groups, reviewing different types of district data, and studying eight other districts in order to identify best practices outlined in their strategic plans and/or LCAPs. Results are outlined in the following sections of this report.

Description of Data Gathered

A. Focus Groups

Process:

Ten focus groups were conducted between September 15 and October 1, 2015 in order to get thoughts and opinions from representative stakeholder groups in the district. The role-alike focus groups included parents, students, teachers, administrators and classified staff. Bargaining partner unions' leadership was directly invited and asked to participate and share focus group opportunities with constituents. The focus groups were comprised of members reflecting the diverse Sacramento community. However, due to constraints of time and access to volunteers, these **focus groups should be viewed as a small sample** of stakeholder opinions, and not representative of the broad engagement that is expected during the feedback cycles.

“Have assemblies, meetings and workshops that will prep students with colleges ... must be consistent...”

-SCUSD Student

At the outset, participants were advised of the district's intention to **build upon the existing Strategic Plan**, rather than create a wholly new plan. To conduct the discussion, the focus group facilitator described the four themes to be considered:

The three pillars of the previous SCUSD Strategic Plan

- Pillar 1: College and Career-Ready Students (also represented as Goal 1 of the LCAP)
- Pillar 2: Family and Community Engagement (also represented as Goal 3 of the LCAP)
- Pillar 3: Organizational Transformation

Local Control and Accountability Plan Goal 2

- Safe, Clean, Healthy and Emotionally Healthy Schools

The participants were assured of anonymity during the process, but completed a classification form that captured gender, ethnicity, home language, etc. Discussion was recorded either by keyboard or on chart paper. All focus groups identified both strengths and challenges with the previous Strategic Plan. At the conclusion of the discussion around each theme, participants were asked what needs remained to be served in each area. The final question in wrap-up was to ask each person to identify what they believe to be the top, or key, needs for the district. Each group lasted approximately one hour. Translators for Spanish and Hmong were provided for all parent focus groups.

“Strong relationships between teachers and students are motivational.”

-SCUSD Parent

In terms of process, the second student focus group took a slightly different approach. Feedback received from the first, traditionally-facilitated, student group was a preference to learn the topics and facilitate their own discussion, as well as to write their words verbatim (as opposed to using a chart-writer or note taker who might summarize or paraphrase).

Student leaders from the SCUSD Student Advisory Council facilitated the second, larger student focus group. The framework for discussion was consistent with the other groups, but students were divided into groups to “Jigsaw” the work to share with others in the room.

Data Gathered:

Overall, all demographic groups were found to be in agreement on the strengths of district programs since the implementation of the previous strategic plan. **Over 45% of all respondents highlighted the district's innovative work in Social Emotional Learning as a strength.** This category includes curriculum and practices that support positive school climate, continued implementation of Restorative Justice, Positive Behavioral Interventions and Supports and other alternative discipline practices. Over half of all respondents reported that **school-parent partnerships had been notably enhanced** over the past five years, and nearly one-third noted that preparing students for post-secondary success was a visible achievement for the district.

“Cultural relevancy is always important.”

-SCUSD Teacher

Staffing and the hiring process were noted as a priority need by over 40% of focus group participants. This priority is reflective of the current shortage of teachers in the state of California, but comments recorded also called out the need for recruitment and retention of the most motivated and qualified employees, who more closely match the diverse population of students served by SCUSD. Although some participants noticed the improvement of central office systems (28.6%), **over 35% reported that there are issues with support from the district office.** Concerns about efficiency, systems, and administrative structure emerged through the comments recorded.

Paradoxically, some of the strengths found were also viewed as challenges or needs. According to participants, students and their families need more access and exposure to career options. Although the district has made strides to improve partnership with parents, **47% of all believe that two-way communication between home and school is still a challenge.**

Summary of Focus Group Data

In the focus area of College and Career-Ready Students, the top priority for each group varied. Administrators identified **professional learning** as a key need, while students identified access to academic **counselors**. Certificated staff expressed concern for a wider variety of **course options** in order to ensure well-rounded students: sciences, visual and performing arts, and vocational/trades. Parents' top priority in this area was more focus on **career exploration**, starting before high school. **Special education** was noted as being both under-staffed and under-funded.

“Equity – make it the top of all pillars....
Make SCUSD the equity district.”

-SCUSD Administrator

The theme of **equity arose as a high need** with administrators and certificated staff, with one person commenting, “Make SCUSD the equity district.” Administrators and classified staff pointed out the continued support for school-family partnerships, while parents and students alike reported that good communication was their highest priority.

When commenting on the district's needs in the area of Organizational Transformation (admittedly, most open to interpretation) all four demographic groups highlighted concerns in hiring and staffing, leadership, and central office support. For example, systems should be established to better anticipate enrollment. The lack of funding to support programs was tied to a declining enrollment. Some stakeholders expressed a desire to create destination schools that might better retain students.

B. Data Review:

Overview

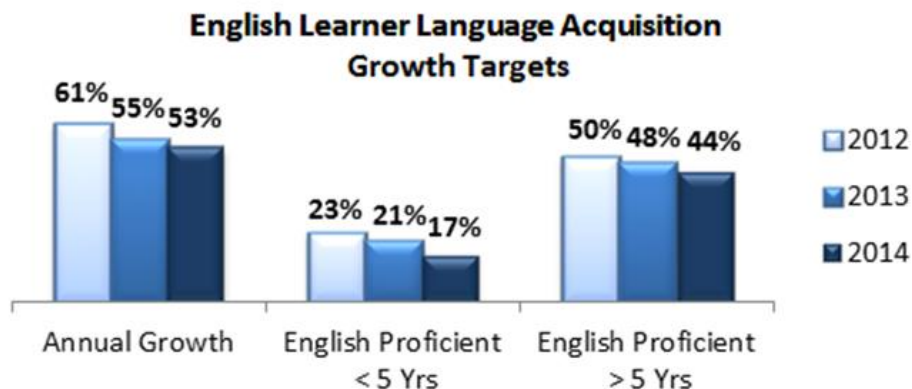
The Design Team examined a variety of student, school, and district information to better understand the needs voiced in the analysis of data. This brief summary of SCUSD's scope of work has not revealed dramatic success or failure, but has provided the opportunity to ask questions about how past initiatives have or have not improved the prospects for its students. Importantly, the analysis indicates that the district may not exactly know, at the nuts and bolts level, why a program is having success. Moving forward, the district should develop additional metrics that allow for a more real time understanding of programs and for smaller and timelier adjustments to its strategic initiatives.

Achievement Data Examined

Briefly, most of the key measures of progress as seen through the lens of state performance accountability frameworks have **not shown significant changes in student achievement**. Over the last four years (2009-2014), the district attained a modest growth of 14 points in the Academic Performance Index (API) which was much less than what was expected through the implementation of the previous strategic plan. For the range of significant subgroups reported, the largest increase was for socioeconomically disadvantaged (3.4%), while most other subgroups were fairly stagnant.

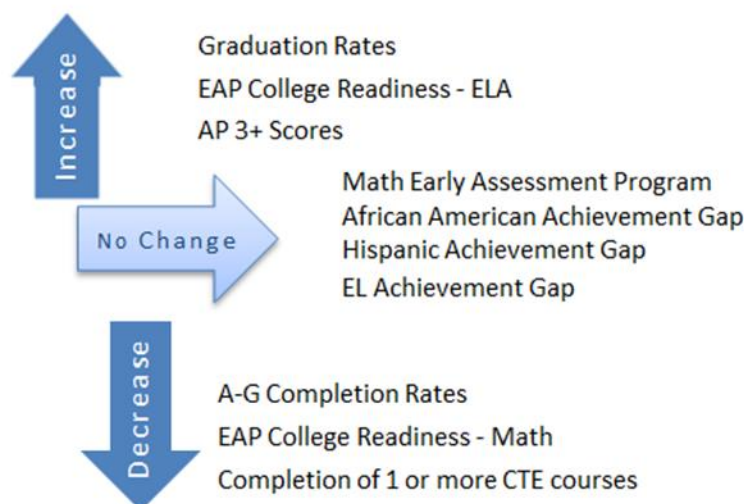
In terms of the achievement gap, the API again gives us a high level snapshot of SCUSD's performance. While the API gap between white students and African American, Hispanic/Latino, English Learners (EL), and Socioeconomically disadvantaged remains over 100 points, the gap narrowed slightly for Hispanic/Latino students (-8.8%), and Socioeconomically disadvantaged students (-10.7%). For English Learners there was no change (0.0%), and for African American students the gap increased (6.2%).

Under federal Title III accountability requirements, English Language Learners are expected to show annual progress in English language development and to obtain English language proficiency. Our trend data show that our **EL students are not making consistent progress** in English Language Development.



College and Career Readiness

Over the last three years of reported data, 2012-2014, compiled by CDE in the State Priorities Snapshot (Appendix), little has changed through the implementation of SCUSD's previous strategic plan. While certain measures show a small degree of progress between 2012 and 2014, the long-term **college and career readiness gaps for students of color have not changed** appreciably.



For LCFF target groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth), changes in A-G requirement completion, college readiness (EAP), AP exam scores of 3+, and Career Technical Education (CTE) pathway completion have either remained flat or declined. The gap for A-G completion for African American students has widened but slightly narrowed for Hispanic/Latino students. While the four year Cohort **graduation rate increased overall** and for most subgroups between 2012-14, the gaps remain among the African American and Hispanic/Latino students at 18% and 9%, respectively.

Climate data examined

The Design Team also examined suspension and expulsion data between 2012 and 2014. At this time, greater attention was being placed on reducing the numbers of suspensions due to defiance, with some schools using restorative practices as a discipline alternative. During this time period, **overall suspensions dropped** from 5,347 to 3,936, a drop of 26%. While this drop was certainly significant, the percentage of suspended African American students, who make up approximately 16% of SCUSD's enrollment, increased from 41% to 47% during the same time period. For Hispanic/Latino students, who make up approximately 38% of SCUSD's enrollment, the percentage of total suspensions dropped from 33% to 29%. Conversely, the 19% of SCUSD's enrollment that are white made up 12% of suspensions in 2012 and 10% of suspensions in 2014. **So, at exactly the same time as disproportionality was being highlighted, African American suspensions increased while white student suspensions decreased.**

What's more, of the 1565 suspension for defiance (Ed Code 48900k) in 2012, 42% were African American students, while 11% were white students. Hispanic/Latino students accounted for 33%. By 2014, the total number of suspensions for defiance had been cut in half to 771 students, but the percentage of African Americans being suspended for defiance increased to 56%.

Summary of Data Review

All of the data acknowledged above indicate that SCUSD's results over the past 3-5 years have not shown appreciable gains in spite of strategic initiatives to address inequities. The major concern raised through the Design Team is not simply that substantial progress wasn't made, but that it didn't have "nuts and bolts" data to make conclusions on why an initiative did or did not show success. To measure impact, the district needs to know information such as: To what degree there was program fidelity? What professional development did individual teachers have? What were class sizes? What was the attendance of students in the program? How many parent conferences occurred? Was there an aide? etc.

The important take away from examining this data is that the next iteration of the strategic plan and, more importantly, the LCAP must have data points that are more indicative of the actual practices that are occurring. There are simply too many variables to make any informed judgments beyond implementation, beyond the anecdotal.

C. Other District Plans

Review of Strategic Plans and LCAPs

An in-depth study of strategic plans and, when possible, LCAPs, is integral to developing the highest quality plan for SCUSD. This study provides a detailed view of the high level planning of districts who share similar characteristics to SCUSD, including location, size, demographics, etc. Project leadership and the Design Team reviewed key goals, strategies, actions, metrics, timing for rollout, etc. The team also reviewed the process that each district used to develop the strategic plan itself, including how each district engaged their community.

The following eight districts were included in the analysis:

- Elk Grove Unified School District
- Denver Public Schools
- Fresno Unified School District
- Long Beach Unified School District
- Saint Paul (MN) Public Schools
- San Francisco Unified School District
- San Jose Unified School District
- San Juan Unified School District.

The main criteria for review included the following:

- Creation date and duration of the strategic plan/LCAP
- Process used to develop plans and timeline for development
- Stakeholder engagement
- Vision/Mission/Theory of Action/Core Beliefs
- Key organizational structures (Pillars, Priorities, etc.)
- Goals/actions/services/strategies
- Measures for implementation and impact.

Common Themes and Processes in Strategic Plans

There were several clearly identified themes that were obvious in every district. Though there were differences in naming conventions, all districts had “big buckets” for:

- Academic success
- Career and college readiness
- Equity, diversity, and/or addressing disproportionality
- Safe/secure/healthy schools
- Parent involvement/engagement/advocacy.

There were varying degrees of complexity to the strategic planning documents. In most cases the plans included either sub bullets outlining key initiatives within the district, goals and or general student outcomes. Also, at the strategic planning level, measures of success were general in nature.

Also specifically called out in this review of strategic plans was attention to subgroup data. This was most significantly noted for students that are English Learners, and addressing the opportunity/achievement gap between white, African American and Hispanic/Latino subgroups.

Constituent input and transparency was important in all planning processes. Some districts tapped into existing stakeholder engagement structures, while others planned specific engagement strategies that sought engagement from specific stakeholder groups as well as larger community forums. In nearly every case, there was an iterative process with intentional points of contribution by invested community members. The strategic planning processes noted were similar to SCUSD's planned strategic planning process.

Comparison of LCAP Actions and Metrics

The Design Team included studies of other districts' LCAPs where possible to understand alignment with district strategies and to better inform the structure of SCUSD's developing LCAP. Except for St. Paul and Denver, districts outside the local control initiative in California, a review of LCAPs yielded significant differences in complexity. While all districts necessarily followed the state template for the plan, there were significant differences in depth of planning. Some districts provided precise information on actions, strategies and metrics while others were more generalized. This is a high-contrast example:

District A:

Pupil Outcome #1 (PO1):

- Increase the percentage of all students who are Proficient or above in English Language Arts (ELA) by 3% annually.
- Increase the percentage of students from specific subgroups who are Proficient or above in ELA by 5% annually.

Actions and Services:

- Expand literacy support in elementary and K-8 schools. This expansion includes:
 - The use of literacy classrooms or specialist support;
 - Tutorial services in literacy; and
 - Intensive Reading Clinic Instructional Aides.
- Enhance the library education program. This enhancement includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs.

Expected Annual Outcomes:

- All Students: Baseline from 2014-15 + 6% are Proficient or above in ELA.
- Specific Subgroups: Baseline from 2014-15 + 10% are Proficient or above in ELA.
- Metric: Percentage of students who are Proficient or above in the Smarter Balanced assessment for ELA.

District B:

- Increased implementation and awareness of the CCSS to support differentiated instruction for all students to ensure closure of achievement gaps.

While these differences were surprising, from a practical perspective it informs the Design Team on what county offices of education have been willing to accept to date. In comparison to the target districts reviewed here, SCUSD's current LCAP for 2015-2016 appears to be within the acceptable range of previously approved LCAPs. It should be noted that the SCUSD LCAP has a relatively high degree of specificity. However, there could be more specificity with metrics for the specific services planned for implementation.

In some cases, implementation itself is a worthy measure of LCAP success, yet in others, impact metrics should be identified so that actions and services might provide greater insight into overall program effectiveness.

For example, SCUSD's LCAP **Goal 1 – Action 1.1 C** is to provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation. The Goal 1 “Expected Annual Measurable Outcomes” includes a metric for Williams textbook sufficiency, and one to affirm participation in professional learning, but “quality CCSS implementation” is undefined and with no operationalized measures to gauge the effectiveness of this action.

Summary of Findings from Other Districts

In summary, the review of eight large districts across the region, state, and nation revealed common concerns and similar approaches to the process and product of strategic plans and LCAPs. Notwithstanding the level of complexity and precision of measurement, there was much in common with the content of both strategic plans and LCAPs. In comparison to the work in which SCUSD has committed, this review did not uncover significant gaps in the strategic planning process, nor did it uncover an unusual divergence from the common approaches necessary to address ongoing dilemmas in education.

Summary of Key Needs

Each key need was determined by an analysis of all data gathered. Through this Needs Assessment, we have determined that our District has not made sufficient progress in the achievement of all students. We also realize, upon review of our previous plan, that we have not addressed many of our intended strategies over the last 5 years.

The needs below are not listed in any specific order.

#	Needs
1	Our students and families need social supports, beyond academics, to be successful.
2	Need to improve communication and partnership between the central office and school sites and students and families, and build on our existing successful community engagement strategies (like home visits and parent resource centers).
3	Students of color need additional, targeted supports because they are performing below their peers, and they are disproportionately represented in discipline data.
4	English Learners need additional, targeted supports because they are performing below their peers in academic indicators.
5	Need to focus on building a more effective special education system, including over-identification addressing disproportionality and general operations.
6	Targeted support that prepares students for career should be expanded (course options, career exploration).
7	Staff needs to more closely reflect the demographics of the district so that students and families feel more connected.
8	Given district data, etc., there is a need to improve the quality of our practice from the central office to the classroom, including improving professional learning.
9	There is a need to improve the quality of district systems, like data systems, at the central office and at school sites, to better meet our goals.

Summary of Recommendations

The set of recommendations below are not a final set of recommendations. They are proposed based on data collected, reviewed, and interpreted through our needs assessment process: focus groups, the review of other district strategic plans/LCAPs, and the quantitative data review.

Overall Recommendations:

Develop a strategic plan that is actionable, that the district can implement with project plans and monitor with aligned metrics. As an outcome of implementing the strategic plan, the district will ensure that we are improving the overall performance of all students, in addition to the performance of sub-groups mentioned below.

#	Recommendations
1	The District should build wrap around social supports, making those additional resources available to all families and students, while specifically focusing on communities of highest need.
2	Continue to build on existing successful strategies for student and family engagement, like home visits and the Parent Resource Center, while also continuing to listen to the needs of our community and adjust our communications and partnership strategies to better fit their needs.
3	Identify bright spots in the community that demonstrate successful outcomes for students of color. Develop a strategy for scaling those strategies to other schools in need, including providing all staff with professional learning opportunities to improve outcomes for our students of color.
4	Provide improved and required professional learning for staff supporting our English Learners. Continue to recruit staff with bilingual capabilities at the central office and school sites.
5	Rethink the special education systems. Reduce disproportionality by addressing identification, including providing professional learning around identification.
6	Expand course options to reflect student need. Provide additional opportunities for students to explore college and/or career, including professional trades.
7	Improve recruitment of staff at all levels so that staff reflect the demographics of the district. Ensuring that the hiring process starts earlier to address needs sooner.
8	Develop and implement a performance management system from central office departments to the classroom. As a part of this improvement process, provide appropriate training and support.
9	Improve district systems, including the district's data systems, so that the central office and school sites and classrooms can better meet their needs, more effectively and efficiently.

Next Steps:

A version of these recommendations will be included in a next iteration in the first draft of the strategic plan. We will get extensive feedback from the community in November and December, make changes, and then ask the community again for feedback in March and April.

Appendix

Please view all of the data sources that were studied on the Sacramento City Unified School District's Strategic Plan web page: www.scusd.edu/strategic-plan

District Overview

- SCUSD by the numbers
- SCUSD 2015-16 Local Control and Accountability Plan (LCAP)

California Department of Education publications

- SCUSD Local Control Funding Formula State Priorities Snapshot (2014-15)
- SCUSD Local Control Funding Formula Funding Snapshot (2014-15)

District Reports on Academic Achievement

- Academic Performance Indicator (API) Report by Subgroup (2013)
- STAR LEA Report by Subgroup (2013)
- Graduation Rates / Dropout Rates / A-G Participation / CA High School Exit Exam passing rates
- Smarter Balanced (SBAC) English Language Arts results 2015
- Smarter Balanced (SBAC) Math results 2015
- Smarter Balanced (SBAC) Science results 2015
- English Learner Annual Measureable Achievement Objectives (AMAO)

Design Team Climate Sub-Team

- Climate Data Report

Focus Group Response Analysis

- Participation
- Overall Responses
- Responses by Cohort
 - Parent
 - Classified Employee
 - Certificated Employee
 - Administrator
 - Student

Similar, Nearby, and Innovative District Reports

LCAP Annual Update Metrics

Legend: Green - met or exceeded; Blue: on track/good progress; Yellow: TBA; Red - Target not met

Goal 1 - College and Career Readiness				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
Graduation Rate	2013-14	14-15 Target	2014-15	
ALL	85.0%	85.7%	Due April 2016	
EL	77.7%	78.4%		
Low Income	82.9%	83.6%		
Students with Disabilities	66.5%			
Foster	n/a			
Caucasian	90.8%			
African American	73.3%			
Asian	90.8%			
Hispanic/Latino	82.1%			
English Language Arts Proficiency as Measured by CAASPP				Baseline
			2014-15	
3rd Grade Met/Exceeded	n/a	n/a	26%	
Low Income			18%	
EL			11%	
Students with Disabilities			13%	
Foster			N/A	
Caucasian			47%	
African American			12%	
Asian			25%	
Hispanic/Latino			21%	
4th Grade Met/Exceeded	n/a	n/a	30%	
Low Income			21%	
EL			10%	
Students with Disabilities			13%	
Foster			N/A	
Caucasian			52%	
African American			15%	
Asian			32%	
Hispanic/Latino			22%	
5th Grade Met/Exceeded	n/a	n/a	33%	
Low Income			25%	
EL			11%	
Students with Disabilities			11%	
Foster			N/A	
Caucasian			55%	
African American			22%	
Asian			39%	
Hispanic/Latino			24%	

Goal 1 - College and Career Readiness				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
6th Grade Met/Exceeded	n/a	n/a	37%	
Low Income			29%	
EL			9%	
Students with Disabilities			10%	
Foster			N/A	
Caucasian			57%	
African American			22%	
Asian			47%	
Hispanic/Latino			28%	
7th Grade Met/Exceeded	n/a	n/a	40%	
Low Income			31%	
EL			9%	
Students with Disabilities			6%	
Foster			N/A	
Caucasian			62%	
African American			20%	
Asian			46%	
Hispanic/Latino			31%	
8th Grade Met/Exceeded	n/a	n/a	40%	
Low Income			32%	
EL			7%	
Students with Disabilities			7%	
Foster			N/A	
Caucasian			57%	
African American			24%	
Asian			48%	
Hispanic/Latino			33%	
Mathematics Proficiency as Measured by CAASPP			Baseline	
			<i>2014-15</i>	
3rd Grade Met/Exceeded	n/a	n/a	32%	
Low Income			23%	
EL			21%	
Students with Disabilities			16%	
Foster			N/A	
Caucasian			55%	
African American			15%	
Asian			37%	
Hispanic/Latino			25%	

Goal 1 - College and Career Readiness

Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
4th Grade Met/Exceeded	n/a	n/a	25%	
Low Income			17%	
EL			10%	
Students with Disabilities			11%	
Foster			N/A	
Caucasian			45%	
African American			9%	
Asian			32%	
Hispanic/Latino			18%	
5th Grade Met/Exceeded	n/a	n/a	24%	
Low Income			16%	
EL			7%	
Students with Disabilities			10%	
Foster			N/A	
Caucasian			43%	
African American			12%	
Asian			31%	
Hispanic/Latino			14%	
6th Grade Met/Exceeded	n/a	n/a	31%	
Low Income			22%	
EL			10%	
Students with Disabilities			10%	
Foster			N/A	
Caucasian			52%	
African American			13%	
Asian			44%	
Hispanic/Latino			21%	
7th Grade Met/Exceeded	n/a	n/a	32%	
Low Income			24%	
EL			10%	
Students with Disabilities			6%	
Foster			N/A	
Caucasian			53%	
African American			14%	
Asian			43%	
Hispanic/Latino			21%	

Goal 1 - College and Career Readiness				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
8th Grade Met/Exceeded	n/a	n/a	32%	
Low Income			25%	
EL			9%	
Students with Disabilities			6%	
Foster			N/A	
Caucasian			47%	
African American			16%	
Asian			46%	
Hispanic/Latino			22%	
Implementation of Common Core (PL Attendance) as of 1/31/16				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
Leadership	103	110	ALL	
Teachers	869	966	827	
Parents	310	410	TBA	
Support Staff	258	272	56	
ELD Trailblazer Participation (PL Attendance) as of 1/31/16				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
Cohort 1 & 2	42	50	34	
Cohort 3	n/a	25	75	
ELD Trailblazer Literacy (PL Attendance) as of 1/31/16				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
Baseline (N trained)	n/a	n/a	Starts in 2/16	
Next Generation Science Standards Implementation (PL Attendance) as of 1/31/16				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
Baseline (N trained)	n/a	75	154	
Visual and Performing Arts Standards Professional Learning				
			<i>as of 1/31/16</i>	
Baseline (N trained)	n/a	100	TBA	
Textbook sufficiency (Williams Insp)				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
	100%	100%	100%	
Course Access				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
	100%	100%	100%	

Goal 1 - College and Career Readiness				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
College Readiness Baseline (measured by 11th Grade CAASPP)				
English Language Arts Exceeded	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
ALL	n/a	n/a	17%	
EL			0%	
Low Income			11%	
Students with Disabilities			1%	
Foster			n/a	
Caucasian			29%	
African American			7%	
Asian			22%	
Hispanic/Latino			11%	
Mathematics Exceeded	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
ALL	n/a	n/a	9%	
EL			2%	
Low Income			6%	
Students with Disabilities			0%	
Foster			n/a	
Caucasian			14%	
African American			4%	
Asian			17%	
Hispanic/Latino			3%	
GATE Participation				
	<i>2014-15</i>	<i>15-16 Target</i>	<i>2015-16</i>	
Elementary ALL (ES)	12.0%	14.0%	15.3%	
ES Low Income	12.6%		13.3%	
ES EL	7.5%		8.9%	
ES Students w Disabilities	7.5%		9.1%	
ES Foster	7.4%		7.3%	
ES Caucasian	21.6%		21.8%	
ES African American	10.6%		11.2%	
ES Asian	19.5%		20.6%	
ES Hispanic/Latino	10.6%		11.4%	
Middle School ALL (MS)	33.0%	35.0%	32.9%	
MS Low Income	27.2%		27.0%	
MS EL	4.7%		5.5%	
MS Students w Disabilities	4.6%		8.4%	
MS Foster	18.6%		7.0%	
MS Caucasian	49.4%		51.3%	
MS African American	21.2%		20.7%	
MS Asian	39.4%		37.7%	
MS Hispanic/Latino	27.6%		26.1%	

Goal 1 - College and Career Readiness

Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
A-G Completion Rate	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
ALL	44.6%	46.0%	42.0%	
EL	23.3%		23.0%	
Low Income	40.1%		37.0%	
Students with Disabilities	n/a		8.0%	
Foster	n/a		27.0%	
Caucasian	43.5%		43.0%	
African American	38.1%		24.0%	
Asian	64.1%		61.0%	
Hispanic/Latino	35.7%		35.0%	
Scoring 3+ on AP Exams	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
ALL	59.8%	61.8%	57.6%	
EL	59.6%		65.8%	
Low Income	49.9%		51.3%	
Students with Disabilities	30.0%		66.7%	
Foster	0.0%		33.3%	
Caucasian	70.9%		69.7%	
African American	46.5%		43.8%	
Asian	54.6%		54.9%	
Hispanic/Latino	61.5%		56.7%	

Linked Learning Rate Enrollment	2013-14	LCAP Target	2014-15	
ALL	35.0%	40.0%	33.6%	
El			30.6%	
Low Income			34.4%	
Students with Disabilities			39.1%	
Foster			31.4%	
Caucasian			32.2%	
African American			34.4%	
Asian			31.3%	
Hispanic/Latino			34.8%	

Goal 1 - College and Career Readiness				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
Share of Students That Become English Proficient (Federal Stds)	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
Percentage making progress as measured by CELDT (AMAO 1)	53.1%	55.0%	54.9%	
Percentage of EL students (<5 years in cohort) attaining proficiency (AMAO 2)	16.8%	19.0%	18.1%	
Percentage of EL students (>5 years in cohort) attaining proficiency (AMAO 2)	44.3%	46.0%	47.9%	
Graduation Rate (AMAO 3)	77.2%	78.0%	Due April	
Reclassification Rate				
	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
	11.1%	12%	4.6%	
Teacher Mis-Assignment Rate				
	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
	1%	<1%	0.83%	

LCAP Annual Update Metrics

Legend: Green - met or exceeded; Blue: on track/good progress; Yellow: TBA; Red - Target not met

Goal 2 - Safe, Clean, Healthy Schools				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
Facilities Inspection Tool Rating				
ALL	100%	100%	100%	Green
Plant Manager Assignment				
Plant Manager Assignment	71 FTE	71 FTE	71 FTE	Green
Custodial Staff Assignment				
Custodial Staff Assignment	86.5 FTE	86.5 FTE	88 FTE	Green
Attendance Rates as of February 2016				
ALL	95.4%	96.5%	95.5%	Blue
Low Income		97.0%		
EL		97.0%		
Foster Youth		95.0%		
Elementary			95.8%	
Middle School			96.2%	
High School			94.5%	
Chronic Absence Rates				
	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
ALL	14.1%		14.4%	
Elementary	9.7%	10.7%	11.7%	Red
K-8	10.4%	10.4%	11.4%	Red
Middle School	12.1%	12.1%	10.5%	Green
High School	23.8%	21.0%	21.6%	Blue
Low Income	13.7%	13.7%	17.4%	Red
EL	10.0%	10.0%	11.7%	Red
Students with Disabilities	n/a	n/a	21.3%	
Foster Youth	29.1%	29.1%	33.7%	Red

Goal 2 - Safe, Clean, Healthy Schools				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
Suspension Rates				
	<i>2013-14 (source: CDE)</i>		<i>2014-15 (source: SCUSD)</i>	
Elementary	3.1%	2.5%	2.9%	
K-8	3.8%	3.0%	6.5%	
Middle School	6.8%	6.0%	6.8%	
High School	7.7%	7.0%	6.8%	
EL			3.3%	
Low Income			6.0%	
Foster			15.3%	
Students with Disabilities			9.7%	
Caucasian			3.1%	
African American			12.5%	
Asian			1.5%	
Hispanic/Latino			4.3%	
Expulsion Rates				
	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
Elementary	0.0%	<.1%	0.0%	
Middle School	0.0%	<.1%	0.0%	
High School	0.010%	<.1%	0.006%	
Dropout Rates				
	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
Middle School	0.0%	0.0%	0.0%	
High School ALL	5.2%	4.5%	due April	
EL	9.6%	8.0%		
Low Income	6.0%	4.5%		
Students with Disabilities	n/a			
Foster	8.0%			
Caucasian	3.1%			
African American	7.9%			
Asian	4.4%			
Hispanic/Latino	6.8%			

Goal 2 - Safe, Clean, Healthy Schools				
Expected Annual Measurable Objective	Data Reported in the 15-16 LCAP	Target Reported in the 15-16 LCAP	Progress to Meet 15-16 Target	Status Indicator
Positive All School Climate Factors (CHKS)				
Elementary:	2013-14		2014-15	
School Environment	45%	47%	Not surveyed	
School Connectedness	55%	57%		
Pos. Peer Relationships	45%	47%		
School Safety	48%	50%		
Grade 7				
School Environment	28%	30%	34%	
School Connectedness	39%	41%	46%	
School Safety	61%	63%	60%	
Grade 9				
School Environment	28%	30%	26%	
School Connectedness	39%	41%	31%	
School Safety	61%	63%	50%	
Grade 11				
School Environment	28%	30%	31%	
School Connectedness	39%	41%	35%	
School Safety	61%	63%	57%	

Goal 3 - Family and Community Engagement				
Expected Annual Measurable Objective	Baseline	Target	Actual as of 1/31/16	Status
Parent Resource Centers				
ALL	54	62	51	
School Site Councils with Proper Composition				
	n/a	100%	73.6%	
DELAC Attendance				
% of Schools with an ELAC in attendance at DELAC	n/a	75%	52.1%	
Parent Teacher Home Visits				
	<i>2014-15</i>	<i>LCAP Target</i>	<i>2015-16</i>	
ALL	2300	3600	3078	
Academic Parent-Teacher Team Participation				
	<i>2014-15</i>	<i>LCAP Target</i>	<i>2015-16</i>	
ALL	11	13	13	
Percent of Schools with Parent Organizations (PTA, PTO, etc.)				
	<i>2013-14</i>	<i>LCAP Target</i>	<i>2014-15</i>	
ALL	75%	76%	75%	
Parent Leadership Pathway Participation as of 1/31/16				
	<i>2014-15</i>	<i>LCAP Target</i>	<i>2015-16</i>	
Participating Sites	22	22	17	
Total Participants	250	250	152	
EL Participants	83%	75%	76%	
LCAP Survey Participation (Used Strategic Plan Survey Fall 2015)				
	<i>2014-15</i>	<i>LCAP Target</i>	<i>2015-16</i>	
ALL	2275	n/a	1743	
Low Income	64%	66%	78%	
EL	47%	48%	n/a	
Parent/Family	45%	45%	26%	
Student	28%	28%	18%	
Staff	20%	20%	38%	
Community Member/Partner	6%	7%	8.4%	

Strategic Plan and LCAP Outreach 2015-16

Date	Location	Activity	Facilitator	Attendance
9/3/15	Serna Center	Board Presentation: Strategic Planning Project Launch	Al Rogers	
9/15/15	Serna Center	Focus Group: Student Advisory Council	Cathy Morrison/Pivot	6
9/16/15	Serna Center	Focus Group: Principals	Cathy Morrison	12
9/21/15	Hollywood Park Elem.	Focus Group: Parents	Cathy Morrison	10
9/21/15	Serna Center	Focus Group: Parents (PTA)	Cathy Morrison	8
9/21/15	Serna Center (p.m.)	Sacramento Council PTA Meeting	Cathy Morrison	10
9/22/15	John Still	Focus Group: Parents	Cathy Morrison/Pivot	4
9/23/15	Cesar Chavez (a.m.)	Focus Group: Parents	Cathy Morrison	12
9/23/15	Serna Center (noon)	Focus Group: Classified	Cathy Morrison	10
9/23/15	Serna Center (p.m.)	Focus Group: Classified	Cathy Morrison/Pivot	2
9/24/15	Serna Center	Focus Group: Students	Student Advisory Council	25
9/28/15	Serna Center	Parent Information Exchange Luncheon: Recruit for LCAP PACs	Sean Alexander / Cathy Morrison	60
10/1/15	Serna Center	Focus Group: SCTA	Cathy Morrison	12
10/14/15	Rogers' Office	Cabinet input: Chief HR	Rogers / Morrison	1
10/15/15	Rogers' Office	Cabinet Input: CBO	Rogers / Morrison	1
10/15/15	Rogers' Office	Cabinet Input: CIO	Rogers / Morrison	1
10/15/15	Serna Center	Board Presentation: Needs Assessment Report	Al Rogers / Cathy Morrison	
10/16/15	Rogers' Office	Cabinet Input: COO	Rogers / Morrison	1
10/16/15	Rogers' Office	Cabinet Input: CAO	Rogers / Morrison	1
10/19/15	Serna Center	Principals Meeting: Update on Strategic Planning	Rogers / Morrison	80
10/20/15	Serna Center	Input: Director of Student Services	Cathy Morrison	1
10/26/15	Serna Center	Parent Information Exchange Luncheon: Recruit for LCAP PACs	Cathy Morrison	60
11/2/15	Serna Center	National Equity Project Listening Campaign	Cathy Morrison	12
11/5/15	Serna Center	Board Presentation: First Draft Strategic Plan	Al Rogers / Cathy Morrison	
11/9/2015 - 11/13/15	Serna Center	PEV Training (15 sessions)	Cathy Morrison / Sean Alexander / Pivot Learning	46

Strategic Plan and LCAP Outreach 2015-16				
Date	Location	Activity	Facilitator	Attendance
11/9/15	SCTA Office	Share Draft Strategic Plan and Survey with SCTA Exec Council	Cathy Morrison	3
11/10/15	Fern Bacon Elem.	PLP Workshop: Share Strategic Plan and Survey	Alma Avalos	17
11/10/15	Leataata Floyd Elem.	PLP Workshop: Share Strategic Plan and Survey	Nora Castro	10
11/10/15	Serna Center	Climate Committee Meeting: Share Draft Plan and Survey	Cathy Morrison / Pivot Learning	20
11/11/15	John Sloat Elem.	PLP Workshop: Share Strategic Plan and Survey	Alma Avalos	9
11/11/15	Will C. Wood Middle	PLP Workshop: Share Strategic Plan and Survey	Nora Castro	7
11/12/15	Mark Twain Elem.	PLP Workshop: Share Strategic Plan and Survey	Alma Avalos	8
11/12/15	Matsuyama Elem.	PLP Workshop: Share Strategic Plan and Survey	Nora Castro	12
11/12/15	Serna Center	CSA Exec Council: Share Draft Plan and Survey	Cindy Nguyen	
11/12/15	Serna Center	DELAC Meeting: Share Draft Plan and Survey	Cathy Morrison	31
11/13/15	Hiram Johnson H.S.	PLP Workshop: Share Strategic Plan and Survey	Oswaldo Hernandez	10
11/13/15	Tahoe Elem.	PLP Workshop: Share Strategic Plan and Survey	Alma Avalos	10
11/17/15	Serna Center	UPE Exec Council: Share Draft Plan and Survey	Cathy Morrison	3
11/17/15	Serna Center	Community Advisory Committee on Special Education: Share Draft Plan and Survey	Al Rogers / Cathy Morrison / Pivot Learning	20
11/18/15	Serna Center	Principals Meeting: Share Draft Plan, Survey, and Supports	Al Rogers / Cathy Morrison	80
11/18/15	Serna Center	SEIU Exec Council: Share Draft Plan and Survey	Al Rogers / Cathy Morrison	4
11/19/15	Serna Center	Teamsters Exec Council: Share Draft Plan and Survey	Al Rogers / Cathy Morrison	10
11/19/16	Serna Center	Board Presentation: LCAP PAC Appointment	Al Rogers / Cathy Morrison	
11/20/15	La Familia Counseling Center	PEV Training on the Strategic Plan	Cathy Morrison / Sean Alexander	19

Strategic Plan and LCAP Outreach 2015-16				
Date	Location	Activity	Facilitator	Attendance
12/1/15	Serna Center	Knowledge Café: Share Survey with Extended Day Providers	Cathy Morrison	75
12/1/15	California Middle	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Pivot Learning	2
12/1/15	Serna Center	UPE Exec Council: Share Draft Plan and Survey	Al Rogers / Cathy Morrison	4
12/2/15	Edward Kemble	SSC / ELAC Meeting on Strategic Plan Draft / Survey	Mary Jett	
12/2/15	Caroline Wenzel	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Pivot Learning	5
12/4/15	Serna Center	Input: Director of College and Career	Al Rogers / Cathy Morrison	1
12/5/15	United Methodist Church, 3600 Broadway	Conversation with Black Parallel School Board	Al Rogers / Cathy Morrison	10
12/7/15	Serna Center	Input: Youth Engagement Services	Al Rogers / Cathy Morrison	2
12/7/15	Serna Center	LCAP PAC	Al Rogers / Cathy Morrison	15
12/8/15	Albert Einstein Middle	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Pivot Learning	6
12/9/15	SEIU Office	SEIU Chapter Meeting: Share Draft Plan and Survey	Al Rogers / Cathy Morrison	30
12/11/15	Ethel I Baker Elem.	PLP Workshop: Share Strategic Plan and Survey	Nora Castro / Cathy Morrison	8
12/11/15	Serna Center	Special Board Meeting	Al Rogers / Cathy Morrison	
12/14/15	Golden Empire Elem.	PTO Meeting: Share Strategic Plan and Survey	Sean Alexander	12
12/14/16	Serna Center	LCAP EL PAC	Al Rogers / Cathy Morrison / Vanessa Girard	7
12/17/15	Serna Center	Foster Family Holiday Night: Share Draft Plan and Survey	Cathy Morrison / Jack Kraemer / Sheila Domondon	8
1/4/16	Serna Center	LCAP PAC	Al Rogers / Cathy Morrison / Lisa Hayes	12
1/11/16	Serna Center	LCAP EL PAC	Al Rogers / Cathy Morrison / Lisa Hayes	7

Strategic Plan and LCAP Outreach 2015-16				
Date	Location	Activity	Facilitator	Attendance
1/12/16	Serna Center	LCAP Workshop: A Deep Dive	Cathy Morrison	25
1/14/16	Tahoe Elem.	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Pivot Learning	25
1/20/2016	DELAC Meeting	Presentation: District Needs Assessment	Cathy Morrison	40
1/27/2016	Fr. Keith B. Kenny	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Pivot Learning	8
2/1/2016	Serna Center	LCAP PAC	Al Rogers / Cathy Morrison / Gerardo Castillo / Mike Smith	14
2/9/2016	Serna Center	LCAP EL PAC	Al Rogers / Cathy Morrison / Gerardo Castillo / Mike Smith	6
2/10/2016	Serna Center	SEIU Exec Council: Share Survey Results and discuss future Engagement	Cathy Morrison	3
2/11/2016	Serna Center	LCAP Workshop: Hands on LCFF	Cathy Morrison / Gerardo Castillo / Mike Smith	20
2/17/2016	Serna Center	SCTA Exec Council: Share Survey Results and discuss future Engagement	Al Rogers / Cathy Morrison	4
2/17/2016	Serna Center	DELAC Meeting: LCAP Training	Cathy Morrison	50
2/18/16	Serna Center	Board Presentation: Second Conceptual Draft Strategic Plan	Al Rogers / Cathy Morrison	
3/3/16	Serna Center	Teamsters Exec Council: Share Survey Results and discuss future Engagement	Al Rogers / Sara Pietrowski	10
3/7/2016	Serna Center	LCAP PAC	Al Rogers / Cathy Morrison	11
3/8/2016	Serna Center	LCAP Training: Data Boot Camp	Cathy Morrison / Sara Pietrowski / Al Rogers	12
3/14/2016	Serna Center	LCAP EL PAC	Al Rogers / Cathy Morrison / Sara Pietrowski	4
3/16/2016	Serna Center	LCAP Training for Dependent Charters	Cathy Morrison	5

Strategic Plan and LCAP Outreach 2015-16

Date	Location	Activity	Facilitator	Attendance
3/29/2016	Serna Center	Community Advisory Committee on Special Education: Share Second Draft Plan and LCAP Annual Update	Al Rogers / Cathy Morrison	14
4/4/2016	Serna Center	LCAP PAC and LCAP PAC joint meeting: Comment on outline of proposed LCAP	Cathy Morrison / Sara Pietrowski / Al Rogers	16
4/7/2016	Serna Center	Board Presentation: LCAP Annual Update	Al Rogers / Cathy Morrison / Sara Pietrowski	
4/12/2016	Hiram Johnson H.S.	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Sara Pietrowski	10
4/13/2016	Ethel I Baker Elem.	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Sara Pietrowski	23
4/18/2016	Rosemont High School	Community Meeting on Strategic Plan	Cathy Morrison / Sara Pietrowski / Pivot	10
4/20/2016	John F. Kennedy HS	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Sara Pietrowski	18
4/25/2016	Luther Burbank HS	Community Meeting on Strategic Plan	Al Rogers / Cathy Morrison / Sara Pietrowski	23



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.2

Meeting Date: May 5, 2016

Subject: Approve Resolution No. 2879: Authorizing the Issuance and Negotiated Sale of Sacramento City Unified School District General Obligation Bonds (Measure Q) (Election of 2012), 2016 Series D in an Amount Not to Exceed \$14,000,000 and Related Documents and Actions

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

Division: Business Services

Recommendation: Approve Resolution No. 2879 authorizing the negotiated sale of General Obligation Bonds (Measure Q Bonds) and approving forms of documents and actions of officers of the District necessary in connection with the bonds.

Background/Rationale: In 2012, the voters passed Measure Q, a Proposition 39 election authorization to issue \$346 million of general obligation bonds.

The District issued the first two series of Measure Q Bonds in the total amount of \$43 million in 2013. Bond proceeds funded authorized projects from 2013-2015. In 2015 the District issued the next series of Measure Q Bonds totaling \$90 million to fund high priority projects that will be completed during the next 2 years.

The District is now issuing an additional series of bonds not to exceed \$14 million to complete high priority projects over the next 2 years.

Financial Considerations: General obligation bonds are repaid by local property tax revenues. The obligation of the bond's debt service is separate from the general fund of the District. The bonds do not impact the general fund.

LCAP Goal(s): Family and Community Engagement.

Documents Attached:

1. Executive Summary
2. Authorizing Resolution No. 2879
3. Preliminary Official Statement
4. Paying Agent Agreement
5. Bond Purchase Agreement
6. Continuing Disclosure Certificate

Estimated Time of Presentation: 5 Minutes

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Business Services

Measure Q 2016 Bond Sale

May 5, 2016



I. OVERVIEW / HISTORY

On November 6, 2012, the district received authorization, by more than fifty-five percent of the votes cast by eligible voters, to issue Measure Q General Obligation Bonds (“Bonds”) in the amount of \$346 million.

Measure Q provides for the upgrading of classrooms; science labs; computer systems and technology; renovating heating and ventilation systems; improving student safety and security systems; and repairing roofs, restrooms, floors and plumbing.

Following the passage of Measure Q, the district conducted its first bond sale in the summer of 2013. \$43 million in Measure Q Bonds were issued to fund projects for the two-year period, 2013-2014 through 2014-2015.

In 2015, the district sold an additional \$90 million of Measure Q Bonds to fund high priority projects such as core academic renovation, modernization, technology upgrades, fire and irrigation improvements, and resource and energy conservation projects. The projects are expected to be completed over the next 2 years.

In order to keep the project construction moving forward, staff is requesting Board approval to issue additional Measure Q Bonds in an amount not-to-exceed \$14 million.

II. DRIVING GOVERNANCE

- California Government Code Section 53506 and following allows school districts to issue and sell bonds at a public or private sale
- Education Code Section 15140 and following authorizes the County to allow school districts to issue bonds on their own
- California Government Code Section 53559 states that the county director of finance will continue to administer the tax levy for debt service for the Bonds

III. BUDGET

General obligation bonds are voter-approved debt, which are secured by the legal obligation to levy *ad valorem* property taxes sufficient to pay annual debt services. General obligation bonds are independent from the district’s general fund. As authorized by the taxpayers, the County Director of Finance is obligated to levy *ad valorem* taxes on a property subject to taxation in the district. Costs associated with the Bonds do not impact the district’s general fund.

Board of Education Executive Summary

Business Services

Measure Q 2016 Bond Sale

May 5, 2016



IV. GOALS, OBJECTIVES, AND MEASURES

As part of the district's fiduciary responsibility to its taxpayers, staff and the district's financial advisor from Capitol PFG will present the Bond issuance plan required to implement the projects approved by the voters.

V. MAJOR INITIATIVES

Measure Q funds will fund approved projects such as:

- Core Academic Renovation, Modernization, Repair & Upgrade Projects
- Technology Upgrades
- District-Wide Fire & Irrigation Improvements
- Resource & Energy Conservation Improvement Projects

VI. RESULTS

The district is implementing approved projects while minimizing the impact to our taxpayers.

VII. LESSONS LEARNED/NEXT STEPS

The attached documents are presented to the Board as an action item.

BOARD OF EDUCATION
OF THE
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

RESOLUTION NO. 2879

RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF BONDS OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT IN AN AMOUNT NOT TO EXCEED \$14,000,000 BY A NEGOTIATED SALE; PRESCRIBING THE TERMS OF SAID BONDS, APPROVING THE FORM OF AND AUTHORIZING THE EXECUTION AND DELIVERY OF A BOND PURCHASE AGREEMENT, A PAYING AGENT AGREEMENT, A CONTINUING DISCLOSURE CERTIFICATE, AND AN OFFICIAL STATEMENT RELATING TO SAID BONDS; AND AUTHORIZING THE EXECUTION OF NECESSARY CERTIFICATES AND DOCUMENTS RELATING TO SAID BONDS

WHEREAS, an election (the “Election of 2012”) was duly called and regularly held in the Sacramento City Unified School District, County of Sacramento, California (herein called the “District”), on November 6, 2012, pursuant to Section 15100 and following of the Education Code of the State of California, at which a bond proposition summarized as follows was submitted to the electors of the District (Measure Q):

“To better prepare students for college and careers by upgrading classrooms, science labs, computer systems and technology; renovating heating and ventilation systems; reducing costs through energy efficiency; improving student safety and security systems; repairing roofs, floors, walkways, bathrooms, electrical, plumbing and sewer systems; shall Sacramento City Unified School District issue \$346 million in bonds with independent citizen oversight, no money for administrator salaries, and mandatory annual audits to guarantee funds are spent properly to benefit local children?”

and

WHEREAS, passage of said proposition required a 55% affirmative vote of the votes cast therein, and at least 55% of the votes cast on said proposition were in favor of issuing said bonds; and

WHEREAS, \$30,000,000 aggregate principal amount of said bonds, designated “Sacramento City Unified School District General Obligation Bonds (Measures Q and R) (Election of 2012), 2013 Series A (Tax-Exempt)” have heretofore been issued and sold, of which \$18,000,000 was allocated to the Measure Q authorization; and

WHEREAS, \$40,000,000 aggregate principal amount of said bonds, designated “Sacramento City Unified School District General Obligation Bonds (Measures Q and R) (Election of 2012), 2013 Series B (Qualified School Construction Bonds) (Taxable)” have heretofore been issued and sold, of which \$24,000,000 was allocated to the Measure Q authorization; and

WHEREAS, \$66,260,000 aggregate principal amount of said bonds, designated “Sacramento City Unified School District General Obligation Bonds (Measure Q) (Election of 2012), 2015 Series C-1 (Tax-Exempt)” have heretofore been issued and sold; and

WHEREAS, \$23,740,000 aggregate principal amount of said bonds, designated “Sacramento City Unified School District General Obligation Bonds (Measure Q) (Election of 2012), 2015 Series C-2 (Taxable)” have heretofore been issued and sold; and

WHEREAS, a school district is authorized by Sections 53506 and following of the Government Code of the State (the “Government Code”) to issue and sell its bonds at public or private sale; and

WHEREAS, this Board intends to sell said bonds by negotiated sale to Stifel Nicolaus & Company, Incorporated, as underwriter (the “Underwriter”); and

WHEREAS, Section 53508.7 of the Government Code provides that a private sale is limited to bonds sold pursuant to Sections 15140 or 15146 of the Education Code of the State (the “Education Code”); and

WHEREAS, in accordance with Education Code Section 15146, this Board has determined that conditions in the municipal marketplace require the increased flexibility an Underwriter can provide in structuring and planning the sale of the bonds; and

WHEREAS, in accordance with Education Code Section 15146, estimates of the costs associated with the issuance of said bonds are attached hereto as Exhibit A; and

WHEREAS, Section 15140(b) of the Education Code provides that the board of supervisors of a county may authorize a school district over which the county superintendent of schools has jurisdiction to issue and sell its own bonds without the further action of the board of supervisors or officers of the county if said school district has not received a qualified or negative certification in its most recent interim report; and

WHEREAS, the District has not received a qualified or negative certification in its most recent interim report; and

WHEREAS, the District shall not sell bonds authorized by the Election of 2012 unless the tax rate levied to pay the bonds authorized by the Election of 2012 will not exceed \$60 per \$100,000 of taxable property when assessed valuation is projected by the District to increase in accordance with Article XIII A of the California Constitution; and

WHEREAS, the Superintendent of Schools of the County has jurisdiction over the District; and

WHEREAS, the District now wishes to request that the County authorize the District to issue and sell bonds on its own behalf; and

WHEREAS, the District has appointed Capitol Public Finance Group, as Financial Advisor to the District (the “Financial Advisor”) and Orrick, Herrington & Sutcliffe LLP as Bond and Disclosure Counsel to the District (“Bond Counsel”) with respect to said bonds; and

WHEREAS, the Director of Finance (the “Director of Finance”) of the County of Sacramento, Sacramento, California, serves as the paying agent for the District’s bonds; and

WHEREAS, the District desires that the Director of Finance annually establish tax rates on taxable property within the District for repayment of said bonds, pursuant to Sections 29100-29103 of the Government Code, and that the Board of Supervisors of the County annually approve the levy of such tax, and that the Director of Finance annually collect such tax and apply the proceeds thereof to the payment of principal of and interest on the bonds when due, all pursuant to Sections 15250 and 15251 of the Education Code; and

WHEREAS, there have been submitted and are on file with the Secretary of this Board proposed forms of a Bond Purchase Agreement; the Official Statement describing said bonds; a Paying Agent Agreement, providing for the terms of issuance and repayment of the bonds; and a Continuing Disclosure Certificate; and

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER, AS FOLLOWS:

Section 1. Recitals. All of the above recitals are true and correct.

Section 2. Authority for Issuance. The bonds described herein (the “Bonds”) are authorized to be issued pursuant to Article 4.5 of Chapter 3, of Part 1 of Division 2 of Title 5 of the Government Code, and other applicable provisions of law, including applicable provisions of the Education Code, in an aggregate principal amount not to exceed \$14,000,000.

Section 3. Designation of Bonds. The Bonds shall be sold in one or more series, to be designated the “Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D,” with such additional designations as may be necessary to distinguish between Bonds of different payment mechanisms or features, as authorized hereby.

Section 4. Method of Sale of Bonds.

(a) Request for Permission to Sell Bonds at Negotiated Sale: The District has requested that the Board of Supervisors authorize the District by resolution to sell its Bonds at a negotiated sale pursuant to Government Code Section 53508.7 and Education Code Section 15140(b) without further action by the Board of Supervisors or officers of the County.

(b) Negotiated Sale of Bonds; Bond Purchase Agreement: Provided the County Board of Supervisors grants the authority requested in subdivision (a) of this section, the

Authorized District Representative is hereby authorized, upon consultation with the Financial Advisor, to sell all or any portion or series of the Bonds to the Underwriter. The Bond Purchase Agreement, in substantially the form on file with the Secretary of this Board, is hereby approved, and the Superintendent of the District, the Chief Business Officer of the District, or such other officer of the District designated for the purpose (each an “Authorized District Representative”) is hereby authorized and directed to execute and deliver the Bond Purchase Agreement with the Underwriter, subject to such changes or revisions therein as may be acceptable to the Authorized District Representative, and the District’s approval of all such changes shall be conclusively evidenced by the execution and delivery of the Bond Purchase Agreement. The Bond Purchase Agreement shall provide: (i) that the aggregate purchase price of the Bonds sold thereunder shall be no less than the principal amount of such Bonds; (ii) that the Underwriter’s discount shall not exceed 0.40% of the aggregate principal amount of the Bonds sold (excluding any costs of issuance the Underwriters agrees to pay pursuant to Section 9 of the Bond Purchase Agreement); and (iii) that the Bonds sold thereunder shall otherwise conform to the limitations specified in this Resolution, including specifically those terms prescribed by Section 5 hereof.

Section 5. Terms of the Bonds and Interest Payment. The Bonds shall be issued in the form of current interest Bonds.

(a) Maturity: No Bond shall mature prior to August 1, 2016, nor later than August 1, 2041.

(b) Maximum Rate of Interest: The Bonds as to which interest shall be payable by the District shall bear interest or accrue in value at a nominal annual rate not to exceed 8.00%.

(c) The maximum true interest cost for the Bonds shall not be in excess of 6.0%.

(d) Current Interest Bonds: The Bonds shall be issued as current interest Bonds and shall bear interest computed on the basis of a 360-day year of twelve 30-day months, payable on such initial and periodic interest payment dates as shall be set forth in the Bond Purchase Agreement or other sale document, until maturity or prior redemption.

(e) Recital of Terms of Bonds: The Bond Purchase Agreement shall recite the terms of the Bonds sold under such document in accordance with this section as determined in the sale thereof, and such terms shall be memorialized in the Paying Agent Agreement described in Section 7 hereof.

Section 6. Tax Treatment of Bonds. All or any portion of the bonds shall be issued as exempt from federal income tax, as the Authorized District Representative shall determine upon consultation with the Financial Advisor, and according to the terms and conditions as Bond Counsel to the District shall advise are appropriate to and necessary for the issuance of tax-exempt bonds.

Section 7. Approval of Paying Agent Agreement. The Paying Agent Agreement relating to the Bonds between the District and the County, as paying agent/registrar and transfer agent (the “Paying Agent”), in substantially the form submitted to this Board, including the form of Bonds included therein, is hereby approved. The Authorized District Representative is hereby authorized to execute and deliver an instrument in substantially said form, completed with the

terms of the Bonds determined upon the sale thereof, and with such other changes thereto as the Authorized District Representative may require or approve, and the District's approval of the Paying Agent Agreement shall be conclusively evidenced by the execution and delivery thereof.

Section 8. Approval of Official Statement. The Official Statement relating to the Bonds, in substantially the form on file with the Secretary of this Board, is hereby approved with such changes, additions and corrections as the Authorized District Representative may hereafter approve, and the Underwriter is hereby authorized to distribute copies of such Official Statement in preliminary form to persons who may be interested in purchasing the Bonds. The Authorized District Representative is hereby authorized to certify on behalf of the District that the preliminary form of the Official Statement was deemed final as of its date, within the meaning of Rule 15c2-12 promulgated under the Securities Exchange Act of 1934 (except for the omission of certain final pricing, rating and related information as permitted by said Rule). The Authorized District Representative is hereby authorized and directed to sign said Official Statement in its final form, including the final pricing information, and the Underwriter is hereby authorized and directed to deliver copies of such Official Statement in final form to subsequent purchasers of the Bonds.

Section 9. Approval of Continuing Disclosure Certificate. The Continuing Disclosure Certificate relating to the Bonds, in substantially the form on file with the Secretary of this Board, is hereby approved. The Authorized District Representative, or the designee thereof, is hereby authorized on behalf of the District to execute and deliver the Continuing Disclosure Certificates in substantially the form submitted to this Board, with such changes thereto as deemed necessary in order to permit the purchaser of the Bonds to comply with the requirements of Securities and Exchange Commission Rule 15c2-12. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of such Continuing Disclosure Certificates as finally executed and delivered.

Section 10. Investment of Proceeds. Proceeds of the Bonds held by the Director of Finance shall be invested at the Director of Finance's discretion pursuant to law and the investment policy of the County, unless otherwise directed in writing by the District, pursuant to Section 53601 of the California Government Code and Section 41015 of the Education Code. The Director of Finance may, but is not required to, invest proceeds of the Bonds in the County Pooled Investment Fund.

(i) At the written direction of the District, given by the Authorized District Representative, who is hereby expressly authorized to give such direction, all or any portion of the building fund of the District may also be invested on behalf of the District in the Local Agency Investment Fund in the treasury of the State of California.

(ii) At the written direction of the District, given by the Authorized District Representative, who is hereby expressly authorized to give such direction, all or any portion of the building fund of the District may also be invested on behalf of the District in investment agreements which comply with the requirements of each rating agency then rating the Bonds necessary in order to maintain the then-current rating on the Bonds; provided that the Director of Finance shall approve and be a signatory to any such investment agreement.

Section 11. Request for Tax Levy. The Board of Supervisors and officers of the County are obligated by statute to provide for the levy and collection of property taxes in each year sufficient to pay all principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds as provided by law and in the Paying Agent Agreement. The District hereby requests the Board of Supervisors to annually levy a tax upon all taxable property in the District sufficient to redeem the Bonds, and to pay the principal thereof, redemption premium, if any, and interest thereon as and when the same become due, and to provide for any mandatory sinking fund payments or set-asides that may be required, as set forth in the Paying Agent Agreement when executed.

Section 12. Pledge of Tax Revenues. The District hereby pledges all revenues from the property taxes collected from the levy by the County Board of Supervisors for the payment of outstanding bonds of the District heretofore or hereafter issued pursuant to voter-approved measures of the District, including the Bonds (for the purpose of this pledge, hereinafter collectively referred to as the “Bonds”) and amounts on deposit in the interest and sinking fund of the District to the payment of the principal or redemption price of and interest on the Bonds. This pledge shall be valid and binding from the date hereof for the benefit of the owners of the Bonds and successors thereto. The property taxes and amounts held in the interest and sinking fund of the District shall be immediately subject to this pledge, and the pledge shall constitute a lien and security interest which shall immediately attach to the property taxes and amounts held in the interest and sinking fund of the District to secure the payment of the Bonds and shall be effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recordation, filing, or further act.

The pledge is an agreement between the District and the bondholders to provide security for the Bonds in addition to any statutory lien that may exist, and the Bonds and each of the other Bonds secured by the pledge are or were issued to finance or refinance one or more of the projects specified in the applicable voter-approved measure.

Section 13. Approval of Actions. The President of this Board of Education, the Secretary of this Board of Education, the Superintendent of the District, the Chief Business Officer of the District, and any other officer of the District to whom authority is delegated by one of the named officers for the purposes of the Bonds, are hereby authorized and directed to execute and deliver any and all certificates and representations, including signature certificates, no-litigation certificates, certificates concerning the contents of the Official Statement, representation letters to The Depository Trust Company, the Tax Certificate and any other certificates proposed to be distributed in connection with the sale of the Bonds, and to enter into any agreements, including depository agreements, commitment letters and agreements with bond insurers, agreements providing for payment of costs of issuance of bonds, and any other agreements, letters, or representations, which any of them deem necessary or desirable to accomplish the transactions authorized herein. If in order to sell the Bonds in separate series or to separate purchasers as authorized herein, the District is required to prepare and deliver additional official statements, paying agent agreements, bond purchase agreements, continuing disclosure certificates, or other authorized documents, the preparation and delivery of such additional documents is hereby authorized. Actions of the Authorized District Representative

heretofore taken to accomplish the purposes of this Resolution and consistent herewith are hereby ratified.

Section 14. Notice to California Debt and Investment Advisory Commission. The Authorized District Representative is hereby authorized and directed to cause notices of the proposed sale and final sale of the Bonds to be filed in a timely manner with the California Debt and Investment Advisory Commission pursuant to California Government Code Section 8855(g).

Section 15. Filing with Board of Supervisors. The Secretary of this Board is hereby authorized and directed to file a certified copy of this Resolution upon the adoption hereof with the Clerk of the Board of Supervisors.

Section 16. Effective Date. This resolution shall take effect from and after its adoption.

PASSED AND ADOPTED this day, May 5, 2016, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

APPROVED:

President of the Board of Education
of the Sacramento City Unified School District

ATTEST:

Secretary of the Board of Education
of the Sacramento City Unified School District

EXHIBIT A

ESTIMATES OF COSTS OF ISSUANCE

\$14,000,000*
SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT
(County of Sacramento, State of California)
GENERAL OBLIGATION BONDS,
ELECTION OF 2012 (MEASURE Q), 2016 SERIES D

<u>Description</u>	<u>Cost</u>
Orrick, Sutcliffe & Herrington	
Professional Services (Bond Counsel):	\$40,500.00
Professional Services & Expenses (Disclosure Counsel):	22,000.00
Out-of-pocket Expenses:	2,500.00
Capitol Public Finance Group	
Professional Services (Financial Advisor):	65,000.00
Other Expenses	
Standard & Poor's, Rating Agency (Rating Agency):	17,500.00
Lozano Smith (General Counsel):	5,000.00
California Municipal Statistics (Data):	925.00
AVIA (Printing and freight):	2,000.00
The Bank of New York Mellon Trust Company, N.A.(COI Custodian):	1,000.00
Contingency	3,575.00
<hr/>	
ESTIMATED COSTS OF ISSUANCE:	<u>\$160,000.00</u>

* Preliminary, subject to change.

SECRETARY'S CERTIFICATE

I, José L. Banda, Secretary of the Board of Education of the Sacramento City Unified School District, County of Sacramento, California, hereby certify as follows:

The attached is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Education of the District duly and regularly held at the regular meeting place thereof on May 5, 2016, and entered in the minutes thereof, of which meeting all of the members of the Board of Education had due notice and at which a quorum thereof was present. The resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

An agenda of the meeting was posted at least 72 hours before said meeting at Serna Center, 5735 47th Avenue, Sacramento, California, a location freely accessible to members of the public, and a brief description of the adopted resolution appeared on the agenda. A copy of the agenda is attached hereto.

I have carefully compared the same with the original minutes of the meeting on file and of record in my office. The resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2016.

Secretary of the Board of Education
of the Sacramento City Unified School District

PRELIMINARY OFFICIAL STATEMENT DATED MAY __, 2016

NEW ISSUE – BOOK-ENTRY ONLY

RATING: Standard & Poor's: “___”
(See “MISCELLANEOUS—Rating” herein.)

In the opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the District, based upon an analysis of existing laws, regulations, rulings, and court decisions, and assuming, among other matters, the accuracy of certain representations and compliance with certain covenants, interest on the Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Internal Revenue Code of 1986 and is exempt from State of California personal income taxes. In the further opinion of Bond Counsel, interest on the Bonds is not a specific preference item for purposes of the federal individual or corporate alternative minimum taxes, although Bond Counsel observes that such interest is included in adjusted current earnings when calculating corporate alternative minimum taxable income. Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Bonds. See “TAX MATTERS.”

**\$14,000,000***

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
(County of Sacramento, State of California)
GENERAL OBLIGATION BONDS, ELECTION OF 2012 (MEASURE Q),
2016 SERIES D

Dated: Date of Delivery**Due: August 1, as shown on the inside cover**

This cover page is not a summary of this issue; it is only a reference to the information contained in this Official Statement. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision.

The Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D (the “**Bonds**”) are being issued by the Sacramento City Unified School District (the “**District**”) located in the County of Sacramento (the “**County**”), pursuant to a resolution adopted by the Board of Education of the District on [May 5], 2016, for the purpose of providing funds to (i) finance specific construction, acquisition and modernization projects approved by the voters (as described herein), and (ii) pay the costs of issuance of the Bonds. The Board of Supervisors of the County is empowered and is obligated to levy *ad valorem* taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except as to certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds, all as more fully described herein. See “SECURITY AND SOURCE OF PAYMENT FOR THE BONDS” herein.

The Bonds will be issued as current interest bonds. Interest on the Bonds is payable commencing on February 1, 2017, and each August 1 and February 1 thereafter to maturity or redemption prior thereto. Principal of the Bonds is payable on August 1 in each of the years and in the amounts set forth in the Maturity Schedule on the inside cover of this Official Statement. Payments of principal of and interest on the Bonds will be made by the County, as Paying Agent (the “**Paying Agent**”) to The Depository Trust Company, New York, New York (“**DTC**”), for subsequent disbursement to DTC Participants, who will remit such payments to the beneficial owners of the Bonds. See “THE BONDS—Payment of Principal and Interest” and “APPENDIX G—BOOK-ENTRY ONLY SYSTEM” herein.

The District has applied for municipal bond insurance and, if a commitment is issued to insure the Bonds, will decide at pricing of the Bonds whether to purchase such insurance for one or more maturities of the Bonds.

The Bonds will be issued in book-entry form only, and initially will be issued and registered in the name of Cede & Co., as nominee of DTC. Purchasers will not receive certificates representing their interests in the Bonds. See “THE BONDS—Form and Registration” herein.

The Bonds are subject to redemption as more fully described herein.* See “THE BONDS—Redemption” herein.

MATURITY SCHEDULE
See Inside Cover

The Bonds will be offered when, as and if issued by the District and received by the Underwriter, subject to approval of their validity by Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the District, and certain other conditions. Certain legal matters will be passed upon for the District by Orrick, Herrington & Sutcliffe LLP, as Disclosure Counsel to the District, and by Lozano Smith, as District Counsel. Certain legal matters will be passed upon for the Underwriter by Kutak Rock LLP. It is anticipated that the Bonds, in book-entry form, will be available for delivery through the facilities of DTC in New York, New York, on or about June __, 2016.

STIFEL

* Preliminary, subject to change.
OHSUSA:764841791.6

This Official Statement is dated May __, 2016.

MATURITY SCHEDULE

\$14,000,000*
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
(County of Sacramento, State of California)
GENERAL OBLIGATION BONDS, ELECTION OF 2012 (MEASURE Q),
2016 SERIES D

Maturity (August 1)	Principal Amount	Interest Rate	Yield	CUSIP [†] (785870)
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* Preliminary, subject to change.

† Copyright, 2016, American Bankers Association. CUSIP numbers have been assigned by Standard & Poor's CUSIP Service Bureau and are provided solely for the convenience of the holders of the Bonds. Neither the District nor the Underwriter is responsible for the selection or uses of these CUSIP numbers, nor is any representation made as to their correctness on the Bonds or as indicated above. The CUSIP numbers are subject to change after the issuance of the Bonds as a result of various subsequent actions.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, CALIFORNIA**

BOARD OF EDUCATION

Christina Pritchett, *President*
Jay Hansen, *Vice President*
Jessie Ryan, *Second Vice President*
Gustavo Arroyo, *Member*
Ellen Cochrane, *Member*
Diana Rodriguez, *Member*
Darrel Woo, *Member*
Elizabeth Barry, *Student Member*

DISTRICT ADMINISTRATION

José L. Banda, *Superintendent*
Lisa Allen, *Deputy Superintendent*
Gerardo Castillo, CPA, *Chief Business Officer*
Cathy Allen, *Associate Superintendent, Facilities Support Services*
Iris Taylor, Ed.D., *Interim Chief Academic Officer*
Gabe Ross, *Chief Communications Officer*

PROFESSIONAL SERVICES

Bond Counsel and Disclosure Counsel

Orrick, Herrington & Sutcliffe LLP
San Francisco, California

District's Counsel

Lozano Smith
Sacramento, California

Underwriter's Counsel

Kutak Rock LLP
Denver, Colorado

Financial Advisor

Capitol Public Finance Group, LLC
Roseville, California

Paying Agent

Sacramento County
Sacramento, California

This Official Statement does not constitute an offering of any security other than the original offering of the Bonds by the District. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained in this Official Statement, and if given or made, such other information or representation not so authorized should not be relied upon as having been given or authorized by the District.

The Bonds are exempt from registration under the Securities Act of 1933, as amended, pursuant to Section 3(a)2 thereof. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy Bonds in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so, or to any person to whom it is unlawful to make such offer or solicitation.

The information set forth herein other than that furnished by the District, although obtained from sources which are believed to be reliable, is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinion herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

Certain statements included or incorporated by reference in this Official Statement constitute "forward-looking statements." Such statements are generally identifiable by the terminology used such as "plan," "expect," "estimate," "budget" or other similar words. The achievement of certain results or other expectations contained in such forward-looking statements involve known and unknown risks, uncertainties and other factors which may cause actual results, performance or achievements described to be materially different from any future results, performance or achievements expressed or implied by such forward-looking statements. The District does not plan to issue any updates or revisions to those forward-looking statements if or when its expectations, or events, conditions or circumstances on which such statements are based occur.

The District maintains a website. However, the information presented there is not part of this Official Statement and should not be relied upon in making an investment decision with respect to the Bonds.

In connection with this offering, the Underwriter may overallocate or effect transactions which stabilize or maintain the market price of the Bonds at levels above those that might otherwise prevail in the open market. Such stabilizing, if commenced, may be discontinued at any time. The Underwriter may offer and sell the Bonds to certain securities dealers and dealer banks and banks acting as agent at prices lower than the public offering price stated on the inside cover page hereof and said public offering price may be changed from time to time by the Underwriter.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as a part of, its responsibility to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

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\$14,000,000*
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
(County of Sacramento, State of California)
GENERAL OBLIGATION BONDS, ELECTION OF 2012 (MEASURE Q),
2016 SERIES D

INTRODUCTION

This Official Statement, which includes the cover page, the inside cover and appendices hereto (the “**Official Statement**”), is provided to furnish information in connection with the Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D (the “**Bonds**”), as described more fully herein.

This Official Statement speaks only as of its date, and the information contained herein is subject to change. Except as required by the Continuing Disclosure Certificate to be executed by the Sacramento City Unified School District (the “**District**”), the District has no obligation to update the information in this Official Statement. See “OTHER LEGAL MATTERS—Continuing Disclosure” herein.

Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the purchasers or owners of any of the Bonds.

Quotations from and summaries and explanations of the Bonds, a paying agent agreement, dated as of [June] 1, 2016 (the “**Paying Agent Agreement**”), by and between the District and the County of Sacramento (the “**Paying Agent**”), providing for the issuance of the Bonds, and the California Constitutional provisions, statutes and other documents described herein, do not purport to be complete, and reference is hereby made to said documents, California Constitutional provisions and statutes for the complete provisions thereof.

Copies of documents referred to herein and information concerning the Bonds are available from the Chief Business Officer, Sacramento City Unified School District, 5735 47th Avenue, Sacramento, CA 95824. The District may impose a charge for copying, handling and mailing such requested documents.

The District

The District, located in Sacramento County, California (the “**County**”), is the 13th largest school district in the State of California (the “**State**”) as measured by student enrollment. The District provides educational services to the residents in and around the City of Sacramento (the “**City**”), the State capital. The District operates under the jurisdiction of the Superintendent of Schools of the County. See “THE BONDS—Authority for Issuance; Purpose” herein. The District’s estimated average daily attendance for fiscal year 2015-16 is 38,876 students and the District’s 2015-16 general fund expenditures are projected at approximately \$520.4 million.

The District operates 40 elementary schools for grades K-6, eight K-8 schools, six middle schools for grades 7-8, one 7-9 school, one 7-12 school, seven comprehensive high schools for grades 9-12, five alternative education centers, two special education centers, two adult education centers, 14 charter schools (including five dependent charter schools) and 44 children’s centers/preschools serving infants through age 12. The District’s estimated enrollment for fiscal year 2015-16 is approximately 46,877 students. For fiscal year 2015-16, the District projects to employ approximately [3,495] employees, which includes 2,077 certificated (credentialed teaching) employees, 1,174 FTE classified (noninstructional) employees, and 244 supervisory/other personnel.

The District is governed by a Board of Education (the “**Board**”) consisting of seven members and one student member, who has an advisory vote. The regular members are elected to staggered four-year terms every two years, alternating between three and four available positions. Beginning in 2008, Board member elections are held

* Preliminary, subject to change.

among voters who reside in each of seven trustee areas. See “APPENDIX A—INFORMATION RELATING TO THE DISTRICT’S OPERATIONS AND BUDGET” herein.

The day-to-day operations are managed by a Board-appointed Superintendent of Schools. José L. Banda was appointed Superintendent of the District on July 17, 2014. Prior to his appointment, Mr. Banda served for two years as Superintendent of Seattle Public Schools, Washington state’s largest K-12 district, four years as Superintendent of the 20,000-student Anaheim City School District, three years as Superintendent of the Planada School District, and thirteen years as a secondary administrator, including eight years as a high school principal. Mr. Banda has over 30 years of experience in the field of education and holds a Bachelor of Arts from California State University in Bakersfield and a master’s in Educational Leadership from Chapman University.

Gerardo Castillo, CPA, began his term as the Interim Chief Business Officer on August 16, 2014 and became Chief Business Officer on March 1, 2015. Prior to becoming Interim Chief Business Officer, Mr. Castillo served as Director of Finance of the District for seven years. Mr. Castillo holds a CBO certificate and has over 17 years of work experience in finance, including 13 years in the field of school district finance.

For additional information about the District’s operations and finances, see “APPENDIX A—INFORMATION RELATING TO THE DISTRICT’S OPERATIONS AND BUDGET” herein.

THE BONDS

Authority for Issuance; Purpose

The Bonds are issued pursuant to the Constitution and laws of the State, including Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, and other applicable provisions of law, including applicable provisions of the Education Code, the Paying Agent Agreement and a resolution adopted by the Board on [May 5], 2016 (the “**Resolution**”).

The Bonds were authorized to be issued at an election held on November 6, 2012, by more than 55% of the votes cast by eligible voters within the District for a bond measure known locally as “Measure Q”. Measure Q authorizes the District to issue bonds in an aggregate principal amount not to exceed \$346,000,000 for purposes summarized as follows: “To better prepare students for college and careers by upgrading classrooms, science labs, computer systems and technology; renovating heating and ventilation systems; reducing costs through energy efficiency; improving student safety and security systems; repairing roofs, floors, walkways, bathrooms, electrical, plumbing and sewer systems.” The Bonds are the third series to be issued pursuant to the Measure Q authorization. After the issuance of the Bonds, \$199,100,000 * will remain to be issued by the District pursuant to the Measure Q authorization.

As required by the Education Code of the State and the Measure Q authorization, the District established a Citizens’ Oversight Committee to review the District’s expenditure of bond proceeds and its progress in completing the projects specified in the measure, and to make periodic reports to the public in order to ensure that bond funds are spent only for authorized purposes.

The Bonds are being issued to (i) finance specific construction, acquisition and modernization projects approved by the voters in the Measure Q election held on November 6, 2012, and (ii) pay costs of issuance of the Bonds. See “Application and Investment of Bond Proceeds” herein.

Form and Registration

The Bonds will be issued in fully registered book-entry form only, as current interest bonds without coupons, in denominations of \$5,000 principal amount each or any integral multiple thereof. The Bonds will initially be registered in the name of Cede & Co., as nominee of The Depository Trust Company (“**DTC**”), New York, New York. DTC will act as securities depository for the Bonds. Registered ownership of the Bonds may not be transferred except as described in APPENDIX G. Purchases of Bonds under the DTC system must be made by or

* Preliminary, subject to change.

through a DTC participant, and ownership interests in Bonds or any transfer thereof will be recorded as entries on the books of said participants. Except in the event that use of this book-entry system is discontinued for the Bonds, beneficial owners will not receive physical certificates representing their ownership interests. See “APPENDIX G—BOOK-ENTRY ONLY SYSTEM” herein.

Payment of Principal and Interest

The Bonds will be dated the date of their delivery and bear interest at the rates set forth on the inside cover page hereof, payable on February 1 and August 1 of each year, commencing on February 1, 2017 (each, an “**Interest Payment Date**”), until payment of the principal amount thereof, computed using a year of 360 days consisting of twelve 30-day months. Bonds authenticated and registered on any date prior to the close of business on January 15, 2017, will bear interest from the date of their delivery. Bonds authenticated during the period between the 15th day of the calendar month immediately preceding an Interest Payment Date (the “**Record Date**”) and the close of business on that Interest Payment Date will bear interest from that Interest Payment Date. Any other Bond will bear interest from the Interest Payment Date immediately preceding the date of its authentication. If, at the time of authentication of any Bond, interest is then in default on outstanding Bonds, such Bond will bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment thereon.

Payment of interest on any Bond on each Interest Payment Date (or on the following business day, if the Interest Payment Date does not fall on a business day) will be made to the person appearing on the registration books of the Paying Agent as the registered owner thereof as of the preceding Record Date, such interest to be paid by check or draft mailed to such owner at such owner’s address as it appears on such registration books or at such other address as the owner may have filed with the Paying Agent for that purpose on or before the Record Date. The owner of an aggregate principal amount of \$1,000,000 or more of Bonds may request in writing to the Paying Agent that such owner be paid interest by wire transfer to the bank and account number on file with the Paying Agent as of the applicable Record Date.

Principal will be payable at maturity, as set forth on the inside cover page, or upon redemption prior to maturity, upon surrender of Bonds at such office of the Paying Agent as the Paying Agent will designate. The interest, principal and premiums, if any, on the Bonds will be payable in lawful money of the United States of America from moneys on deposit in the interest and sinking fund of the District (the “**Interest and Sinking Fund**”) within the County treasury, consisting of *ad valorem* property taxes collected and held by the Director of Finance of the County (the “**Director of Finance**”), together with any net premium and accrued interest received upon issuance of the Bonds.

So long as all outstanding Bonds are held in book-entry form and registered in the name of a securities depository or its nominee, all payments of principal of, premium, if any, and interest on the Bonds and all notices with respect to such Bonds will be made and given, respectively, to such securities depository or its nominee and not to beneficial owners. So long as the Bonds are held by Cede & Co., as nominee of DTC, payment will be made by wire transfer.

Redemption*

Optional Redemption of Bonds. The Bonds maturing on or before August 1, 2026, are not subject to redemption prior to their respective stated maturity dates. The Bonds maturing on and after August 1, 2027, are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, as a whole or in part on any date, on or after August 1, 2026. The Bonds will be redeemed at a price equal to 100% of the principal amount thereof, together with interest accrued thereon to the date of redemption, without premium.

Mandatory Sinking Fund Redemption. The \$_____ Term Bond maturing on August 1, 20___, is also subject to mandatory sinking fund redemption on each mandatory sinking fund redemption date and in the respective principal amounts as set forth in the following schedule, at a redemption price equal to 100% of the

* Preliminary, subject to change.

principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption:

<u>Mandatory Sinking Fund Redemption Date (August 1)</u>	<u>Principal Amount to Be Redeemed</u>
--	--

*Maturity.

The principal amount to be redeemed in each year shown in the table above will be reduced at the option of the District, in integral multiples of \$5,000, by the amount of such Term Bond optionally redeemed prior to the mandatory sinking fund redemption date.

Selection of Bonds for Redemption. If less than all of the Bonds are called for redemption, the Bonds will be redeemed as directed by the District, and if not so directed, in inverse order of maturities, and if less than all of the Bonds of any given maturity are called for redemption, the portions of the Bonds of a given maturity to be redeemed will be redeemed as directed by the District, and if not so directed, will be determined by lot.

Notwithstanding anything herein to the contrary, so long as Cede & Co, as the nominee of DTC or any substitute depository for the Bonds is the registered owner to the Bonds, the selection of Bonds held by beneficial owners in book-entry form for redemption will be made by DTC or such substitute depository for the Bonds pursuant to the procedures of DTC or the substitute depository for the Bonds. The procedures of DTC or the substitute Depository for the Bonds may not be consistent with the procedures outlined above. See “APPENDIX G—BOOK-ENTRY ONLY SYSTEM.”

Notice of Redemption. Notice of redemption of any Bond is required to be given by the Paying Agent, upon written request of the District, not less than 20 nor more than 60 days prior to the redemption date (i) by first class mail to the respective owners of any Bond designated for redemption at their addresses appearing on the bond registration books, and (ii) as may be further required in accordance with the Continuing Disclosure Certificate. See “APPENDIX E—FORM OF CONTINUING DISCLOSURE CERTIFICATE.”

Each notice of redemption is required to contain the following information: (i) the date of such notice; (ii) the name of the Bonds and the date of issue of the Bonds; (iii) the redemption date; (iv) the redemption price; (v) the dates of maturity of the Bonds to be redeemed; (vi) if less than all of the then outstanding Bonds are to be called for redemption, the distinctive serial numbers of the Bonds of each maturity to be redeemed; (vii) in the case of Bonds redeemed in part only, the respective portions of the principal amount of the Bonds of each maturity to be redeemed; (viii) the CUSIP number of each maturity of Bonds to be redeemed; (ix) a statement that such Bonds must be surrendered by the owners at such office of the Paying Agent designated by the Paying Agent; and (x) notice that further interest on such Bonds will not accrue after the redemption date. A certificate of the Paying Agent or the District that notice of call and redemption has been given to owners and to the appropriate securities depositories as provided in the Paying Agent Agreement will be conclusive against all parties. The actual receipt by the owner of any Bond or by any securities depository of notice of redemption will not be a condition precedent to redemption, and failure to receive such notice, or any defect in the notice given, will not affect the validity of the proceedings for the redemption of such Bonds or the cessation of interest on the date fixed for redemption.

Effect of Notice of Redemption. When notice of redemption has been given substantially as provided for in the Paying Agent Agreement, and when the redemption price of the Bonds called for redemption is set aside for the purpose as described in the Paying Agent Agreement, the Bonds designated for redemption will become due and payable on the specified redemption date and interest will cease to accrue thereon as of the redemption date, and upon presentation and surrender of such Bonds at the place specified in the notice of redemption, such Bonds will be

redeemed and paid at the redemption price thereof out of the money provided therefor. The owners of such Bonds called for redemption after such redemption date will look for the payment of such Bonds and the redemption premium thereon, if any, only to moneys on deposit for such purpose in the Interest and Sinking Fund of the District or the escrow fund established for such purpose. All Bonds redeemed will be cancelled forthwith by the Paying Agent and will not be reissued.

Right to Rescind Notice. The District may rescind any optional redemption and notice thereof for any reason on any date prior to the date fixed for redemption by causing written notice of the rescission to be given to the owners of the Bonds so called for redemption. Any optional redemption and notice thereof will be rescinded if for any reason on the date fixed for redemption moneys are not available in the Interest and Sinking Fund or otherwise held in trust for such purpose in an amount sufficient to pay in full on said date the principal of, interest, and any premium due on the Bonds called for redemption. Notice of rescission of redemption will be given in the same manner in which notice of redemption was originally given. The actual receipt by the Owner of any Bond of notice of such rescission will not be a condition precedent to rescission, and failure to receive such notice or any defect in such notice will not affect the validity of the rescission.

Conditional Notice. Any notice of optional redemption may be conditioned on any fact or circumstance stated therein, and if such condition will not have been satisfied on or prior to the redemption date stated in such notice, said notice will be of no force and effect on and as of the stated redemption date, the redemption will be cancelled, and the District will not be required to redeem the Bonds that were the subject of the notice. The Paying Agent will give notice of such cancellation and the reason therefor in the same manner in which notice of redemption was originally given. The actual receipt by the Owner of any Bond of notice of such cancellation will not be a condition precedent to cancellation, and failure to receive such notice or any defect in such notice will not affect the validity of the cancellation.

Defeasance of Bonds

The District may pay and discharge any or all of the Bonds by depositing in trust with the Paying Agent or an escrow agent at or before maturity, money or non-callable direct obligations of the United States of America or other non-callable obligations the payment of the principal of and interest on which is guaranteed by a pledge of the full faith and credit of the United States of America, in an amount which will, together with the interest accrued thereon and available moneys then on deposit in the Interest and Sinking Fund, be fully sufficient in the opinion of a certified public accountant licensed to practice in the State to pay and discharge the indebtedness on such Bonds (including all principal, interest and redemption premiums) at or before their respective maturity dates.

If at any time the District pays or causes to be paid or there is otherwise paid to the Owners of any or all outstanding Bonds all of the principal, interest and premium, if any, represented by Bonds when due, or as described above, or as otherwise provided by law, then such Owners will cease to be entitled to the obligation of the County to levy and collect taxes to pay the Bonds and such obligation and all agreements and covenants of the District to such Owners under the Paying Agent Agreement will thereupon be satisfied and discharged and will terminate, except only that the District will remain liable for payment of all principal, interest and premium, if any, represented by such Bonds, but only out of moneys on deposit in the Interest and Sinking Fund or otherwise held in trust for such payment, provided that the unclaimed moneys provisions described below will apply in all events.

Unclaimed Moneys

Any money held in any fund created pursuant to the Paying Agent Agreement or by the Paying Agent in trust for the payment of the principal of, redemption premium, if any, or interest on the Bonds and remaining unclaimed for two years after the principal of all of the Bonds has become due and payable (whether by maturity or upon prior redemption) will be transferred to the Interest and Sinking Fund for payment of any outstanding bonds of the District payable from said fund; or, if no such bonds of the District are at such time outstanding, said moneys will be transferred to the general fund of the District as provided and permitted by law.

Application and Investment of Bond Proceeds

The proceeds of sale of the Bonds, exclusive of any premium and accrued interest received, will be deposited in the County treasury to the credit of the Building Fund of the District. Any premium and accrued interest will be deposited upon receipt in the Interest and Sinking Fund of the District within the County treasury.

All funds held by the Director of Finance with respect to the Bonds hereunder or under the law will be invested at the discretion of the Director of Finance pursuant to law and the investment policy of the County. At the written direction of the District, all or any portion of the Building Fund may also be invested on behalf of the District in the Local Agency Investment Fund in the treasury of the State.

The District will not take any action or inaction, or fail to take any action, or permit any action to be taken on its behalf or cause or permit any circumstances within its control to arise or continue, if such action or inaction would adversely affect the exclusion from gross income of the interest payable on the Bonds under Section 103 of the Internal Revenue Code of 1986 (the "Code").

In the event that at any time the District is of the opinion that it is necessary or helpful to restrict or limit the yield on the investment of any moneys held by the Director of Finance with respect to the Bonds, or by the Paying Agent under the Paying Agent Agreement, the District will so instruct the Director of Finance or the Paying Agent, as appropriate, in writing, and the Director of Finance and the Paying Agent will take such action as may be necessary in accordance with such instructions.

If the District provides to the Director of Finance or the Paying Agent an opinion of Bond Counsel that any specified action required under the Paying Agent Agreement is no longer required or that some further or different action is required in order to maintain the exclusion from federal income tax of interest on Bonds under Section 103 of the Code, the Director of Finance and the Paying Agent may conclusively rely on such opinion in complying with the requirements of the Paying Agent Agreement, and the covenants thereunder will be deemed to be modified to that extent.

Earnings on the investment of moneys in either fund will be retained in that fund and used only for the purposes to which that fund may lawfully be applied. Moneys in the Building Fund may only be applied for the purposes for which the Bonds were approved. Moneys in the Interest and Sinking Fund may only be applied to make payments of interest, principal, and premium, if any, on bonds of the District. For information on the County's investment policy, see APPENDIX F: "COUNTY OF SACRAMENTO INVESTMENT POLICIES AND PRACTICES AND INVESTMENT POOL QUARTERLY REPORT."

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ESTIMATED SOURCES AND USES OF FUNDS

The net proceeds of the Bonds are expected to be applied as follows:

Sources of Funds

Principal Amount of Bonds
Reoffering [Premium/Discount] _____
Total Sources:

Uses of Funds

Deposit to Building Fund
Deposit to Interest and Sinking Fund
Underwriter's Discount
Costs of Issuance⁽¹⁾ _____
Total Uses:

⁽¹⁾ Includes bond counsel fees, disclosure counsel fees, rating agency fees, paying agent fees, financial advisor fees, costs of issuance custodian fees, [bond insurance premium], printing fees and other miscellaneous expenses.

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SCHEDULED DEBT SERVICE

The District's semi-annual debt service payments for the Bonds (without regard to optional redemption) are summarized in the table below.

**Semi-Annual Debt Service Payments
GENERAL OBLIGATION BONDS,
ELECTION OF 2012 (MEASURE Q),
2016 SERIES D**

	<u>The Bonds</u>			
<u>Payment Date</u>	<u>Principal</u>	<u>Interest</u>	<u>Total Semi-Annual Debt Service</u>	<u>Total Annual Debt Service</u>

Combined Debt Service

The District has previously issued its General Obligation Bonds, Election of 2002, Series 2007; its General Obligation Bonds, Election of 2012, 2013 Series A; its General Obligation Bonds, Election of 2012, 2013 Series B (Taxable Qualified School Construction Bonds); its General Obligation Bonds, Election of 2012, 2015 Series C-1 (Tax-Exempt); and its General Obligation Bonds, Election of 2012, 2015 Series C-2 (Taxable). In addition, refunding bonds were issued in 2011, 2012, 2014 and 2015 which were used to refinance or redeem certain prior outstanding bonds. See “APPENDIX A—INFORMATION RELATING TO THE DISTRICT’S OPERATIONS AND BUDGET—THE DISTRICT—District Debt Structure.” Prior to the issuance of the Bonds, annual debt service obligations for all outstanding bonds of the District (without regard to optional redemption prior to maturity) will be as follows:

**Total Annual Debt Service
Outstanding General Obligation Bonds**

Period Ending⁽¹⁾	General Obligation Bonds Election of 2002, Series 2007⁽²⁾	General Obligation Bonds Election of 2012, 2013 Series A⁽³⁾⁽⁴⁾	General Obligation Bonds Election of 2012, 2013 Series B⁽³⁾⁽⁵⁾	2011 General Obligation Refunding Bonds⁽²⁾	2012 General Obligation Refunding Bonds⁽²⁾	2014 General Obligation Refunding Bonds⁽²⁾	2015 General Obligation Refunding Bonds⁽²⁾	General Obligation Bonds Election of 2012, 2015 Series C⁽³⁾	General Obligation Bonds Election of 2012, 2016 Series D	Total Annual Debt Service⁽⁶⁾
2016	\$2,314,000	\$967,488	\$3,926,667	\$7,275,525	\$9,346,263	\$4,053,200	\$1,628,750	\$15,922,884.11	-	\$45,434,777
2017	2,399,250	965,488	3,926,667	7,274,125	9,685,463	4,213,800	1,628,750	14,574,595.20	-	44,668,138
2018	-	969,838	3,926,667	7,266,375	9,908,663	4,380,800	3,913,750	4,686,200.00	-	35,052,293
2019	-	968,738	3,926,667	7,266,875	10,364,663	4,552,600	3,979,500	4,686,300.00	-	35,745,343
2020	-	967,338	3,926,667	7,267,875	10,508,463	4,731,350	4,126,250	4,687,900.00	-	36,215,843
2021	-	966,738	3,926,667	7,266,875	10,539,713	4,914,350	4,309,500	4,687,850.00	-	36,611,693
2022	-	965,538	3,926,667	7,265,875	10,342,713	5,100,600	4,556,750	4,687,250.00	-	36,845,393
2023	5,065,000	968,738	3,926,667	7,267,125	6,637,963	5,294,100	929,000	4,688,650.00	-	34,777,243
2024	5,225,000	966,138	3,926,667	7,269,875	6,880,838	5,488,600	929,000	4,686,400.00	-	35,372,518
2025	5,510,000	968,388	3,926,667	7,268,375	6,665,350	5,698,100	929,000	4,684,150.00	-	35,650,030
2026	5,725,000	969,388	3,926,667	7,267,125	6,765,100	5,910,850	929,000	4,686,650.00	-	36,179,780
2027	6,280,000	967,875	3,926,667	2,280,775	10,584,100	6,125,600	929,000	4,688,400.00	-	35,782,417
2028	6,525,000	970,050	3,926,667	4,136,825	9,197,300	-	6,629,000	4,684,150.00	-	36,068,992
2029	6,765,000	965,650	3,926,667	1,440,075	11,902,100	-	6,829,000	4,683,900.00	-	36,512,392
2030	7,015,000	969,938	3,926,667	-	8,926,500	-	7,029,750	4,687,150.00	-	32,555,005
2031	9,525,000	967,388	3,926,667	-	9,072,000	-	-	4,688,400.00	-	28,179,455
2032	9,860,000	968,263	3,926,667	-	-	-	-	4,687,400.00	-	19,442,330
2033	-	967,300	3,926,667	-	-	-	-	4,683,900.00	-	9,577,867
2034	-	969,500	3,926,667	-	-	-	-	4,687,650.00	-	9,583,817
2035	-	966,500	3,926,667	-	-	-	-	4,687,900.00	-	9,581,067
2036	-	966,750	3,926,667	-	-	-	-	4,684,400.00	-	9,577,817
2037	-	965,000	3,926,667	-	-	-	-	4,685,400.00	-	9,577,067
2038	-	967,396	3,738,333	-	-	-	-	4,685,200.00	-	9,390,929
2039	-	-	-	-	-	-	-	4,688,600.00	-	4,688,600
2040	-	-	-	-	-	-	-	4,685,200.00	-	4,685,200
2041	-	-	-	-	-	-	-	-	-	-
Totals ⁽⁶⁾	\$72,208,250	\$22,255,428	\$90,125,007	\$87,813,700	\$147,327,192	\$60,463,950	\$49,276,000	\$138,286,479	-	\$667,756,006

(1) July 1, except as otherwise noted.

(2) July 1 and January 1 payments.

(3) August 1 and February 1 payments.

(4) Debt service shown for periods ending August 1, 2016-2037, and July 1, 2038.

(5) Debt service not net of Qualified School Construction Bonds (QSCB) subsidy payments.

(6) Totals may not sum due to rounding.

SECURITY AND SOURCE OF PAYMENT FOR THE BONDS

General

In order to provide sufficient funds for repayment of principal and interest when due on the Bonds, the Board of Supervisors of the County (the “**Board of Supervisors**”) is empowered and is obligated by law to levy *ad valorem* taxes upon all property subject to taxation by the District, without limitation as to rate or amount (except as to certain personal property which is taxable at limited rates). Such taxes are in addition to other taxes levied upon property within the District, including the countywide tax of 1% of taxable value. When collected, the tax revenues will be deposited by the County in the District’s Interest and Sinking Fund, which is required by law to be maintained by the County and to be used solely for the payment of bonds of the District.

The Bonds are payable from *ad valorem* taxes to be levied within the District pursuant to the California Constitution and other State law, and are not a debt or obligation of the County. No fund of the County is pledged or obligated to repayment of the Bonds.

Pledge of Tax Revenues

Pursuant to the Resolution, the District pledges all revenues from the property taxes collected from the levy by the Board of Supervisors for the payment of the Bonds and amounts on deposit in the Interest and Sinking Fund of the District to the payment of the principal or redemption price of and interest on the Bonds. This pledge is valid and binding from the date of adoption of the Resolution for the benefit of the owners of the Bonds and successors thereto. The property taxes and amounts held in the Interest and Sinking Fund of the District are immediately subject to this pledge, and the pledge constitutes a lien and security interest which immediately attaches to the property taxes and amounts held in the Interest and Sinking Fund of the District to secure the payment of the Bonds and is effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recordation, filing, or further act. “Bonds” for purpose of this pledge means all bonds of the District heretofore or hereafter issued pursuant to voter-approved measures of the District, including the Bonds, as all such Bonds are required by State law to be paid from the Interest and Sinking Fund of the District.

The pledge is an agreement between the District and the bondholders to provide security for the Bonds in addition to any statutory lien that may exist. The Bonds and each of the other bonds secured by the pledge are or were issued to finance or refinance one or more of the projects specified in the applicable voter-approved measure.

Statutory Lien - SB 222

California Senate Bill 222 (2015) (“**SB 222**”), effective January 1, 2016, provides that general obligation bonds are secured by a statutory lien on the *ad valorem* taxes levied and collected to pay principal and interest thereon. For more information, see “OTHER LEGAL MATTERS – Statutory Lien” herein.

Property Taxation System

Property tax revenues result from the application of the appropriate tax rate to the total assessed value of taxable property in the District. School districts use property taxes for payment of voter-approved bonds and receive property taxes for general operating purposes as well.

Local property taxation is the responsibility of various county officers. For each school district located in a county, the county assessor computes the value of locally assessed taxable property. Based on the assessed value of property and the scheduled debt service on outstanding bonds in each year, the county auditor-controller computes the rate of tax necessary to pay such debt service, and presents the tax rolls (including rates of tax for all taxing jurisdictions in the county) to the board of supervisors for approval. The county treasurer-tax collector prepares and mails tax bills to taxpayers and collects the taxes. In addition, the treasurer-tax collector, as *ex officio* treasurer of each school district located in the county, holds and invests school district funds, including taxes collected for payment of school bonds, and

is charged with payment of principal and interest on such bonds when due. The Director of Finance of the County performs the duties imposed on the treasurer-tax collector and auditor-controller. The State Board of Equalization also assesses certain special classes of property, as described later in this section.

Assessed Valuation of Property Within the District

Taxable property located in the District had a 2014-15 assessed value of approximately \$27.5 billion and has a 2015-16 assessed value of approximately \$28.8 billion. All property (real, personal and intangible) is taxable unless an exemption is granted by the State Constitution or United States law. Under the State Constitution, exempt classes of property include household and personal effects, intangible personal property (such as bank accounts, stocks and bonds), business inventories, and property used for religious, hospital, scientific and charitable purposes. The State Legislature may create additional exemptions for personal property; while the State Legislature may not create exemptions for real property, it has in the past implemented property tax postponement programs, including Assembly Bill 2231 (“**AB 2231**”), signed by the Governor on September 28, 2014 to allow certain qualifying senior, blind, and disabled citizens to defer payment of property taxes on their principal residence. Although most taxable property is assessed by the assessor of the county in which the property is located, some special classes of property are assessed by the State Board of Equalization, as described below.

Taxes are levied for each fiscal year on taxable real and personal property assessed as of the preceding January 1, at which time the lien attaches. The assessed value is required to be adjusted during the course of the year when property changes ownership or new construction is completed. State law also affords an appeal procedure to taxpayers who disagree with the assessed value of any property. When necessitated by changes in assessed value during the course of a year, a supplemental assessment is prepared so that taxes can be levied on the new assessed value before the next regular assessment roll is completed.

Under the State Constitution, the State Board of Equalization assesses property of State-regulated transportation and communications utilities, including railways, telephone and telegraph companies, and companies transmitting or selling gas or electricity. The Board of Equalization also is required to assess pipelines, flumes, canals and aqueducts lying within two or more counties. The value of property assessed by the Board of Equalization is allocated by a formula to local jurisdictions in the county, including school districts, and taxed by the local county tax officials in the same manner as for locally assessed property. Taxes on privately owned railway cars, however, are levied and collected directly by the Board of Equalization. Property used in the generation of electricity by a company that does not also transmit or sell that electricity is taxed locally instead of by the Board of Equalization. Thus, the reorganization of regulated utilities and the transfer of electricity-generating property to non-utility companies, as often occurred under electric power deregulation in California, affects how those assets are assessed, and which local agencies benefit from the property taxes derived. In general, the transfer of State-assessed property located in the District to non-utility companies will increase the assessed value of property in the District, since the property’s value will no longer be divided among all taxing jurisdictions in the County. The transfer of property located and taxed in the District to a State-assessed utility will have the opposite effect, generally reducing the assessed value in the District as the value is shared among the other jurisdictions in the County. The District is unable to predict future transfers of State-assessed property in the District and the County, the impact of such transfers on its utility property tax revenues, or whether future legislation or litigation may affect ownership of utility assets, the State’s methods of assessing utility property, or the method by which tax revenues of utility property is allocated to local taxing agencies, including the District.

Locally taxed property is classified either as “secured” or “unsecured,” and is listed accordingly on separate parts of the assessment roll. The “secured roll” is that part of the assessment roll containing State-assessed property and property (real or personal) for which there is a lien on real property sufficient, in the opinion of the county assessor, to secure payment of the taxes. All other property is “unsecured,” and is assessed on the “unsecured roll.” Secured property assessed by the State Board of Equalization is commonly identified for taxation purposes as “utility” property.

The following table shows the recent history of taxable assessed valuation of the various classes of property in the District since fiscal year 2000-01.

**Sacramento City Unified School District
Summary of Assessed Valuation
Fiscal Year 2000-01 through Fiscal Year 2015-16**

<u>Fiscal Year</u>	<u>Local Secured⁽¹⁾⁽²⁾</u>	<u>Annual % Change</u>	<u>Unsecured⁽¹⁾</u>	<u>Annual % Change</u>	<u>Total Valuation</u>	<u>Annual % Change</u>
2000-01	\$14,522,163,413	–	\$1,106,482,004	–	\$15,628,645,417	–
2001-02	15,352,589,511	5.72%	1,129,899,774	2.12%	16,482,489,285	5.46%
2002-03	16,636,601,130	8.36	1,142,896,806	1.15	17,779,497,936	7.87
2003-04	17,609,772,937	5.85	1,085,893,787	(4.99)	18,695,666,724	5.15
2004-05	19,042,393,551	8.14	1,132,092,441	4.25	20,174,485,992	7.91
2005-06	21,247,993,997	11.58	1,115,575,659	(1.46)	22,363,569,656	10.85
2006-07	23,784,064,837	11.94	1,240,099,083	11.16	25,024,163,920	11.90
2007-08	25,614,602,693	7.70	1,271,566,642	2.54	26,886,169,335	7.44
2008-09	26,670,786,355	4.12	1,369,019,604	7.66	28,039,805,959	4.29
2009-10	25,306,528,076	(5.12)	1,436,477,398	4.93	26,743,005,474	(4.62)
2010-11	25,005,170,720	(1.19)	1,379,440,206	(3.97)	26,384,610,926	(1.34)
2011-12	24,367,435,850	(2.55)	1,381,399,468	0.14	25,748,835,318	(2.41)
2012-13	24,088,535,893	(1.14)	1,312,707,722	(4.97)	25,401,243,615	(1.35)
2013-14	25,070,853,698	4.08	1,240,891,839	(5.47)	26,311,745,537	3.58
2014-15	26,215,882,626	4.57	1,279,564,924	3.12	27,495,447,550	4.50
2015-16	27,627,053,568	5.38	1,188,321,120	(7.13)	28,815,374,688	4.80

⁽¹⁾ Net taxable assessed valuation including the valuation of homeowners' exemptions.

⁽²⁾ Includes the secured assessed valuation of utility property and excludes the unitary assessed valuation of utility property as determined by the State Board of Equalization.

Source: California Municipal Statistics, Inc.

Assessments may be adjusted during the course of the year when real property changes ownership or new construction is completed. Assessments may also be appealed by taxpayers seeking a reduction as a result of economic and other factors beyond the District's control, such as a general market decline in land values, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by State and local agencies and property used for qualified educational, hospital, charitable or religious purposes), or the complete or partial destruction of taxable property caused by natural or manmade disaster, such as earthquake, flood, fire, toxic dumping, etc. When necessitated by changes in assessed value in the course of a year, taxes are pro-rated for each portion of the tax year. See also "–Appeals of Assessed Valuation; Blanket Reductions of Assessed Values" below.

Appeals of Assessed Valuation; Blanket Reductions of Assessed Values. There are two basic types of property tax assessment appeals provided for under State law. The first type of appeal, commonly referred to as a base year assessment appeal, involves a dispute on the valuation assigned by the assessor immediately subsequent to an instance of a change in ownership or completion of new construction. If the base year value assigned by the assessor is reduced, the valuation of the property cannot increase in subsequent years more than 2% annually unless and until another change in ownership and/or additional new construction or reconstruction activity occurs.

The second type of appeal, commonly referred to as a Proposition 8 appeal (which Proposition 8 was approved by the voters in 1978), can result if factors occur causing a decline in the market value of the property to a level below the property's then current taxable value (escalated base year value). Pursuant to State law, a property owner may apply for a Proposition 8 reduction of the property tax assessment for such owner's property by filing a written application, in the form prescribed by the State Board of Equalization, with the appropriate county board of equalization or assessment appeals board. A property owner desiring a Proposition 8 reduction of the assessed value of such owner's property in any one year must submit an application to the county assessment appeals board (the "**Appeals Board**"). Following a review of the application by the county assessor's office, the county assessor may offer to the property owner the opportunity to stipulate to a reduced assessment, or may confirm the assessment. If no stipulation is agreed to, and the applicant elects to pursue the appeal, the matter is brought before the Appeals Board (or, in some cases, a hearing examiner) for a hearing and decision. The Appeals Board generally is required to determine the outcome of appeals within two years of each appeal's filing date. Any reduction in the assessment ultimately granted applies only to the year for which application is

made and during which the written application is filed. The assessed value increases to its pre-reduction level (escalated to the inflation rate of no more than 2%) following the year for which the reduction application is filed. However, the county assessor has the power to grant a reduction not only for the year for which application was originally made, but also for the then current year and any intervening years as well. In practice, such a reduced assessment may and often does remain in effect beyond the year in which it is granted.

In addition, Article XIII A of the State Constitution provides that the full cash value base of real property used in determining taxable value may be adjusted from year to year to reflect the inflationary rate, not to exceed a 2% increase for any given year, or may be reduced to reflect a reduction in the consumer price index or comparable local data. This measure is computed on a calendar year basis. Counties have in the past ordered blanket reductions of assessed property values and corresponding property tax bills on single family residential properties when the value of the property has declined below the current assessed value.

No assurance can be given that property tax appeals and/or blanket reductions of assessed property values will not significantly reduce the assessed valuation of property within the District in the future. See APPENDIX A – “INFORMATION RELATING TO THE DISTRICT’S OPERATIONS AND BUDGET – CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Limitations on Revenues” for a discussion of other limitations on the valuation of real property with respect to *ad valorem* taxes.

Bonding Capacity. As a unified school district, the District may issue bonds in an amount up to 2.5% of the assessed valuation of taxable property within its boundaries. Based on the fiscal year 2015-16 assessment roll, the District’s gross bonding capacity is approximately \$720.4 million, and its net bonding capacity is \$___ million (taking into account current outstanding debt before issuance of the Bonds). Refunding bonds may be issued without regard to this limitation; however, once issued, the outstanding principal of any refunding bonds is included when calculating the District’s bonding capacity.

Assessed Valuation by Jurisdiction. The following table provides a distribution of taxable property located in the District by jurisdiction.

**Sacramento City Unified School District
2015-16 Assessed Valuation by Jurisdiction⁽¹⁾**

<u>Jurisdiction:</u>	<u>Assessed Valuation in School District</u>	<u>% of School District</u>	<u>Assessed Valuation of Jurisdiction</u>	<u>% of Jurisdiction in School District</u>
City of Elk Grove	\$ 50,938,737	0.18%	\$16,995,545,649	0.30%
City of Rancho Cordova	719,364,716	2.50	\$7,053,845,954	10.20%
City of Sacramento	24,253,281,821	84.17	\$41,346,562,891	58.66%
Unincorporated Sacramento County	<u>3,791,789,414</u>	<u>13.16</u>	\$49,678,248,213	7.63%
Total District	\$28,815,374,688	100.00%		
Sacramento County	\$28,815,374,688	100.00%	\$134,593,748,617	21.41%

⁽¹⁾ Before deduction of redevelopment incremental valuation.

Source: California Municipal Statistics, Inc.

Assessed Valuation by Land Use. The following table provides a distribution of taxable property located in the District by principal purpose for which the land is used, showing the assessed valuation and number of parcels for each use. Single family residential properties comprise 57.07% of the assessed value of property located in the District.

**Sacramento City Unified School District
2015-16 Taxable Assessed Valuation and Parcels by Land Use**

	2015-16 <u>Assessed Valuation</u> ⁽¹⁾	% of <u>Total</u>	No. of <u>Parcels</u>	% of <u>Total</u>
Non-Residential:				
Agricultural	\$ 9,199,346	0.03%	16	0.02%
Commercial	5,959,914,025	21.58	3,614	3.55
Vacant Commercial	109,903,619	0.40	515	0.51
Industrial	1,336,343,150	4.84	1,279	1.26
Vacant Industrial	50,483,269	0.18	269	0.26
Recreational	55,941,316	0.20	91	0.09
Government/Social/Institutional	203,304,367	0.74	322	0.32
Miscellaneous	<u>1,724,051</u>	<u>0.01</u>	<u>285</u>	<u>0.28</u>
Subtotal Non-Residential	\$7,726,813,143	27.97%	6,391	6.29%
Residential:				
Single Family Residence	\$15,762,968,299	57.07%	83,213	81.83%
Condominium/Townhouse	280,992,476	1.02	1,854	1.82
Mobile Home	37,824,631	0.14	1,647	1.62
Mobile Home Park	38,086,563	0.14	33	0.03
2-4 Residential Units	1,297,860,693	4.70	6,439	6.33
5+ Residential Units/Apartments	1,876,594,284	6.79	1,529	1.50
Hotel/Motel	430,383,181	1.56	54	0.05
Miscellaneous Residential	45,701,677	0.17	136	0.13
Vacant Residential	<u>124,003,958</u>	<u>0.45</u>	<u>389</u>	<u>0.38</u>
Subtotal Residential	\$19,894,415,762	72.03%	95,294	93.71%
Total	\$27,621,228,905	100.00%	101,685	100.00%

⁽¹⁾ Local Secured Assessed Valuation, excluding tax-exempt property.
Source: California Municipal Statistics, Inc.

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Assessed Valuation of Single Family Homes. The following table provides a distribution of the per-parcel secured assessed value of single family homes. For fiscal year 2015-16, the median assessed value of single family homes is \$150,157.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Per Parcel 2015-16 Assessed Valuation of Single Family Homes**

Single Family Residential	No. of <u>Parcels</u>	2015-16 <u>Assessed Valuation</u>	Average <u>Assessed Valuation</u>	Median <u>Assessed Valuation</u>
	83,213	\$15,762,968,299	\$189,429	\$150,157

<u>2015-16 Assessed Valuation</u>	No. of <u>Parcels</u> ⁽¹⁾	% of <u>Total</u>	Cumulative <u>% of Total</u>	Total <u>Valuation</u>	% of <u>Total</u>	Cumulative <u>% of Total</u>
\$0 - \$24,999	696	0.836%	0.836%	\$ 11,834,273	0.075%	0.075%
\$25,000 - \$49,999	5,918	7.112	7.948	235,859,951	1.496	1.571
\$50,000 - \$74,999	8,519	10.238	18.186	537,666,696	3.411	4.982
\$75,000 - \$99,999	9,252	11.118	29.304	808,082,924	5.126	10.109
\$100,000 - \$124,999	8,741	10.504	39.809	983,662,395	6.240	16.349
\$125,000 - \$149,999	8,311	9.988	49.796	1,141,085,348	7.239	23.588
\$150,000 - \$174,999	7,280	8.749	58.545	1,179,511,841	7.483	31.071
\$175,000 - \$199,999	6,051	7.272	65.817	1,131,738,828	7.180	38.251
\$200,000 - \$224,999	4,874	5.857	71.674	1,033,265,354	6.555	44.806
\$225,000 - \$249,999	4,048	4.865	76.539	958,704,895	6.082	50.888
\$250,000 - \$274,999	3,205	3.852	80.390	839,897,911	5.328	56.216
\$275,000 - \$299,999	2,567	3.085	83.475	736,090,849	4.670	60.886
\$300,000 - \$324,999	2,131	2.561	86.036	664,549,904	4.216	65.102
\$325,000 - \$349,999	1,866	2.242	88.278	628,962,286	3.990	69.092
\$350,000 - \$374,999	1,612	1.937	90.215	584,158,816	3.706	72.798
\$375,000 - \$399,999	1,460	1.755	91.970	564,950,299	3.584	76.362
\$400,000 - \$424,999	1,182	1.420	93.390	486,879,081	3.089	79.470
\$425,000 - \$449,999	984	1.183	94.573	430,092,630	2.729	82.199
\$450,000 - \$474,999	742	0.892	95.465	342,686,136	2.174	84.373
\$475,000 - \$499,999	587	0.705	96.170	285,837,700	1.813	86.186
\$500,000 and greater	<u>3,187</u>	<u>3.830</u>	100.000	<u>2,177,450,182</u>	<u>13.814</u>	100.000
Total	83,213	100.000%		\$15,762,968,299	100.000%	

⁽¹⁾ Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.
Source: California Municipal Statistics, Inc.

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Largest Taxpayers

The 20 largest taxpayers in the District are shown below, ranked by aggregate secured assessed value of taxable property in fiscal year 2015-16.

Sacramento City Unified School District Largest Local Secured Taxpayers 2015-16

	<u>Property Owner</u>	<u>Primary Land Use</u>	2015-16 <u>Assessed Valuation</u>	% of <u>Total</u> ⁽¹⁾
1.	Hines Sacramento Wells Fargo Center	Office Building	\$ 172,000,000	0.62%
2.	621 Capitol Mall LLC	Office Building	127,877,952	0.46
3.	500 Capitol Mall LLC	Office Building	123,977,782	0.45
4.	300 Capitol Associates NF LP	Office Building	102,000,000	0.37
5.	CIM & 980 9 th St. Sacramento LP	Office Building	100,959,001	0.37
6.	CIM & J Street Hotel Sacto LP	Hotel	94,246,182	0.34
7.	HP Hood LLC	Industrial	85,972,515	0.31
8.	Capitol Regency LLC	Hotel	75,226,201	0.27
9.	GPT Properties Trust	Office Building	73,499,955	0.27
10.	LT Sacramento MF LLC	Apartments	71,398,599	0.26
11.	GSA Sacramento CA LLC	Office Building	69,646,621	0.25
12.	Procter & Gamble Manufacturing Co.	Industrial	67,110,034	0.24
13.	KW Captowers LLC	Apartments	66,309,008	0.24
14.	1415 Meridian Plaza Investors LP	Office Building	65,600,000	0.24
15.	M&H Realty Partners VI LP	Undeveloped	65,162,028	0.24
16.	AREF Sacramento LP	Office Building	63,226,000	0.23
17.	New Legacy 555 LLC	Office Building	62,232,091	0.23
18.	Sacramento Equities REIT	Office Building	61,000,000	0.22
19.	Resort at West Point LLC	Apartments	57,285,139	0.21
20.	California Almond Growers Exchange	Industrial	<u>54,632,618</u>	<u>0.20</u>
			\$1,659,361,726	6.01%

⁽¹⁾ 2015-16 Local Secured Assessed Valuation: \$27,621,228,905

Source: California Municipal Statistics, Inc.

The more property (by assessed value) owned by a single taxpayer, the more tax collections are exposed to weakness in the taxpayer's financial situation and ability or willingness to pay property taxes. Furthermore, assessments may be appealed by taxpayers seeking a reduction as a result of economic and other factors beyond the District's control. See "–Appeals of Assessed Valuation; Blanket Reductions of Assessed Values" above.

Tax Rates

The State Constitution permits the levy of an *ad valorem* tax on taxable property not to exceed 1% of the full cash value of the property, and State law requires the full 1% tax to be levied. The levy of special *ad valorem* property taxes in excess of the 1% levy is permitted as necessary to provide for debt service payments on school bonds and other voter-approved indebtedness.

The rate of tax necessary to pay fixed debt service on the Bonds in a given year depends on the assessed value of taxable property in that year. (The rate of tax imposed on unsecured property for repayment of the Bonds is based on the prior year's secured property tax rate.) Economic and other factors beyond the District's control, such as a general market decline in property values, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by State and local agencies and property used for qualified educational, hospital, charitable or religious purposes), or the complete or partial destruction of taxable property caused by natural or manmade disaster, such as earthquake, flood, fire, toxic dumping, etc., could cause a reduction in the assessed value of taxable property within the District and necessitate a corresponding increase in the annual tax rate to be levied to pay the

principal of and interest on the Bonds. Specifically, the District lies at the confluence of the Sacramento and American Rivers. It is encircled by waterways which could experience uncontrolled floods, including the deep water shipping channel and the Sacramento and Yolo bypasses, as well as the Sacramento and American Rivers. The occurrence of severe seismic activity in the area or extremely severe storms could result in substantial damage to property in the District which could contribute to a substantial reduction in the assessed value of taxable property within the District. Additionally, widespread damage to the homes and infrastructure in the District as well as to the classrooms and other facilities of the District could decrease enrollment, and have a material adverse effect on the District's finances and operations. Issuance of additional authorized bonds in the future might also cause the tax rate to increase.

Typical Tax Rate Area. The following table shows *ad valorem* property tax rates for the last several years in a typical Tax Rate Area of the District (TRA 3-005). TRA-3-005 comprises approximately 27.31% of the total assessed value of taxable property in the District in fiscal year 2015-16.

**Sacramento City Unified School District
Summary of Ad Valorem Tax Rates
\$1 Per \$100 of Assessed Valuation
TRA 3-005**

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16⁽¹⁾</u>
General	\$1.0000	\$1.0000	\$1.0000	\$1.0000	\$1.0000	\$1.0000
Los Rios Community College Dist. Bonds	.0090	.0192	.0193	.0181	.0113	.0091
Sacramento City Unified School Dist. Bonds	<u>.0979</u>	<u>.0982</u>	<u>.0999</u>	<u>.1225</u>	<u>.1212</u>	<u>.1335</u>
Total	\$1.1069	\$1.1174	\$1.1174	\$1.1406	\$1.1325	\$1.1426

⁽¹⁾ Total 2015-16 assessed valuation of TRA 3-005 is \$8,463,372,868, which is 27.31% of the total assessed valuation of the District.
Source: California Municipal Statistics, Inc.

In accordance with the law which permitted the Bonds to be approved by a 55% affirmative vote, bonds approved by the District's voters at the November 6, 2012 Measure Q election may not be issued unless the District projects that repayment of all outstanding bonds approved at the election will require a tax rate no greater than \$60.00 per \$100,000 of assessed value. Based on the assessed value of taxable property in the District at the time of issuance of the Bonds, the District projects that the maximum tax rate required to repay all outstanding bonds approved at the Measure Q election will be within that legal limit. The tax rate test applies only when new bonds are issued, and is not a legal limitation upon the authority of the Board of Supervisors to levy taxes at such rate as may be necessary to pay debt service on the Bonds in each year.

Tax Charges and Delinquencies

A school district's share of the 1% countywide tax is based on the actual allocation of property tax revenues to each taxing jurisdiction in the county in fiscal year 1978-79, as adjusted according to a complicated statutory scheme enacted since that time. Revenues derived from special *ad valorem* taxes for voter-approved indebtedness, including the Bonds, are reserved to the taxing jurisdiction that approved and issued the debt, and may only be used to repay that debt.

The county treasurer-tax collector prepares the property tax bills. Property taxes on the regular secured assessment roll are due in two equal installments: the first installment is due on November 1, and becomes delinquent after December 10. The second installment is due on February 1 and becomes delinquent after April 10. If taxes are not paid by the delinquent date, a 10% penalty attaches and a \$10 cost is added to unpaid second installments. If taxes remain unpaid by June 30, the tax is deemed to be in default, and a \$15 state redemption fee applies. Interest then begins to accrue at the rate of 1.5% per month. The property owner has the right to redeem the property by paying the taxes, accrued penalties, and costs within five years of the date the property went into default. If the property is not redeemed within five years, it is subject to sale at a public auction by the county treasurer-tax collector.

Property taxes on the unsecured roll are due in one payment on the lien date, January 1, and become delinquent after August 31. A 10% penalty attaches to delinquent taxes on property on the unsecured roll, and an additional penalty of 1.5% per month begins to accrue on November 1. To collect unpaid taxes, the county treasurer-tax collector may

obtain a judgment lien upon and cause the sale of all property owned by the taxpayer in the county, and may seize and sell personal property, improvements and possessory interests of the taxpayer. The county treasurer-tax collector may also bring a civil suit against the taxpayer for payment.

The date on which taxes on supplemental assessments are due depends on when the supplemental tax bill is mailed.

Teeter Plan

The County has adopted the Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the “**Teeter Plan**”), as provided in Sections 4701 to 4717 of the California Revenue and Taxation Code. Upon adoption and implementation of this method by a county board of supervisors, local agencies for which the county acts as “bank” and certain other public agencies and taxing areas located in the county receive annually the full amount of their share of property taxes on the secured roll, including delinquent property taxes which have yet to be collected. While a county benefits from the penalties associated with these delinquent taxes when they are paid, the Teeter Plan provides participating local agencies with stable cash flow and the elimination of collection risk.

To implement a Teeter Plan, the board of supervisors of a county generally must elect to do so by July 15 of the fiscal year in which it is to apply. As a separate election by a vote of the board of supervisors, a county may elect to have the Teeter Plan procedures also apply to assessments on the secured roll.

Once adopted, a county’s Teeter Plan will remain in effect in perpetuity unless the board of supervisors orders its discontinuance or unless prior to the commencement of a fiscal year a petition for discontinuance is received and joined in by resolutions of the governing bodies of not less than two-thirds of the participating districts in the county. An electing county may, however, decide to discontinue the Teeter Plan with respect to any levying agency in the county if the board of supervisors, by action taken not later than July 15 of a fiscal year, elects to discontinue the procedure with respect to such levying agency in which the rate of secured tax delinquencies in that agency in any year exceeds 3% of the total of all taxes and assessments levied on the secured roll by that agency. The District is not aware of any plan by the County to discontinue the Teeter Plan.

Upon making a Teeter Plan election, a county must initially provide a participating local agency with 95% of the estimated amount of the then-accumulated tax delinquencies (excluding penalties) for that agency. In the case of the initial year distribution of assessments (if a county has elected to include assessments), 100% of the assessment delinquencies (excluding penalties) are to be apportioned to the participating local agency which levied the assessment. After the initial distribution, each participating local agency receives annually 100% of the secured property tax levies to which it is otherwise entitled, regardless of whether the county has actually collected the levies.

If any tax or assessment which was distributed to a Teeter Plan participant is subsequently changed by correction, cancellation or refund, a pro rata adjustment for the amount of the change is made on the records of the treasurer and auditor of the county. Such adjustment for a decrease in the tax or assessment is treated by the County as an interest-free offset against future advances of tax levies under the Teeter Plan.

The Teeter Plan was effective for the fiscal year commencing July 1, 1993, and pursuant to the Teeter Plan the County purchased all delinquent receivables (comprised of delinquent taxes, penalties, and interest) which had accrued as of June 30, 1993, from local taxing entities and selected special assessment districts and community facilities districts. Under the Teeter Plan, the County distributes tax collections on a cash-basis to taxing entities, such as the District, during the fiscal year and at year-end distributes 100% of any taxes delinquent as of June 30th to the respective taxing entities and those special assessment districts and community facilities districts which the County determines are eligible to participate in the Teeter Plan.

The County reserves the right to exclude from the Teeter Plan any special tax levying agency or assessment levying agency if such agency has provided for accelerated foreclosure proceedings in the event of non-payment of such special taxes or assessments except that, if such agency has a delinquency rate in the collection of such special tax or assessment as of June 30 of any fiscal year that is equal to or less than the County's delinquency rate on the collection of current year *ad valorem* taxes on the countywide secured assessment roll, such agency's special taxes or assessments may, at the County's option, be included in the Teeter Plan.

The *ad valorem* property tax levied to pay the interest on and principal of the Bonds of the District is subject to the Teeter Plan. So long as the Teeter Plan is in effect, the District will receive 100% of the *ad valorem* property tax levied to pay its bonds irrespective of actual delinquencies in the collection of the tax by the County.

The following table shows a recent history of real property tax collections and delinquencies for the tax levied to repay the District's general obligation bonds, without regard to the Teeter Plan.

**Sacramento City Unified School District
Secured Tax Charges and Delinquencies
Fiscal Year 2005-06 through Fiscal Year 2014-15**

Fiscal Year	Secured Tax Charge ⁽¹⁾	Amount Delinquent as of June 30	Percent Delinquent as of June 30
2005-06	\$23,657,125.00	\$495,983.00	2.10%
2006-07	20,063,598.41	712,321.26	3.55
2007-08	22,499,937.00	899,744.00	4.00
2008-09	24,538,884.00	761,754.00	3.10
2009-10	22,583,246.00	572,615.00	2.54
2010-11	24,021,726.00	601,074.00	2.50
2011-12	24,460,162.00	412,252.00	1.76
2012-13	23,564,394.00	342,084.00	1.45
2013-14	30,387,687.00	425,488.00	1.40
2014-15	31,237,744.00	335,227.00	1.07

⁽¹⁾ Debt service levy only.

Source: California Municipal Statistics, Inc.

Direct and Overlapping Debt

Set forth below is a schedule of direct and overlapping debt prepared by California Municipal Statistics, Inc. The table is included for general information purposes only. The District has not reviewed this table for completeness or accuracy and makes no representations in connection therewith. The first column in the table names each public agency which has outstanding debt as of April 1, 2016, and whose territory overlaps the District in whole or in part. The second column shows the percentage of each overlapping agency's assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in the third column, which is the apportionment of each overlapping agency's outstanding debt to taxable property in the District.

The table generally includes long-term obligations sold in the public capital markets by the public agencies listed. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases, long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

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**Sacramento City Unified School District
Direct and Overlapping Bonded Debt**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

2015-16 Assessed Valuation: \$28,815,374,688

<u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u>	<u>% Applicable</u>	<u>Debt 4/1/16</u>
Los Rios Community College District	17.581%	\$ 61,849,079
Sacramento City Unified School District	100.	418,237,966 ⁽¹⁾
City of Sacramento Community Facilities Districts	100.	4,940,000
City and Special District 1915 Act Bonds (Estimate)	Various	103,015,334
Southgate Recreation and Park Benefit Assessment District	15.869	<u>793,974</u>
TOTAL DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT		\$588,836,353

<u>DIRECT AND OVERLAPPING GENERAL FUND DEBT:</u>		
Sacramento County General Fund Obligations	21.409%	\$ 55,673,245
Sacramento County Pension Obligation Bonds	21.409	205,538,757
Sacramento County Board of Education Certificates of Participation	21.409	1,387,303
Los Rios Community College District Certificates of Participation	17.581	956,406
Sacramento City Unified School District Lease Revenue Bonds	100.	70,185,000
Sacramento City Unified School District Pension Obligations	100.	615,000
City of Elk Grove General Fund Obligations	0.300	57,540
City of Rancho Cordova Certificates of Participation	10.198	2,004,927
City of Sacramento General Fund Obligations	58.659	490,606,278
Cosumnes Community Services District Certificates of Participation		26,860
Sacramento Metropolitan Fire District General Fund and Pension Obligation Bonds	5.796	<u>3,924,702</u>
TOTAL GROSS DIRECT AND OVERLAPPING GENERAL FUND DEBT		\$830,976,018
Less: Sacramento County supported obligations		1,285,610
City of Elk Grove supported obligations		28,935
City of Sacramento supported obligations		<u>138,341,519</u>
TOTAL NET DIRECT AND OVERLAPPING GENERAL FUND DEBT		\$691,319,954

OVERLAPPING TAX INCREMENT DEBT (Successor Agencies): \$122,433,828

GROSS COMBINED TOTAL DEBT \$1,542,246,199 ⁽²⁾
NET COMBINED TOTAL DEBT \$1,402,590,135

- (1) Excludes issue to be sold.
(2) Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.

Ratios to 2014-15 Assessed Valuation:

Direct Debt (\$418,237,966)	1.45%
Total Direct and Overlapping Tax and Assessment Debt.....	2.04%
Combined Direct Debt (\$489,037,966)	1.70%
Gross Combined Total Debt.....	5.35%
Net Combined Total Debt	4.87%

Ratios to Redevelopment Incremental Valuation (\$4,173,615,849):
Total Overlapping Tax Increment Debt.....2.93%

Source: California Municipal Statistics, Inc.

TAX MATTERS

In the opinion of Orrick, Herrington & Sutcliffe LLP, bond counsel to the District (“**Bond Counsel**”), based upon an analysis of existing laws, regulations, rulings and court decisions, and assuming, among other matters, the accuracy of certain representations and compliance with certain covenants, interest on the Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Code and is exempt from State of California personal income taxes. Bond Counsel is of the further opinion that interest on the Bonds is not a specific preference item for purposes of the federal individual or corporate alternative minimum taxes, although Bond Counsel observes that such interest is included in adjusted current earnings when calculating corporate alternative minimum taxable income. A complete copy of the proposed form of opinion of Bond Counsel is set forth in APPENDIX D hereto.

To the extent the issue price of any maturity of the Bonds is less than the amount to be paid at maturity of such Bonds (excluding amounts stated to be interest and payable at least annually over the term of such Bonds), the difference constitutes “original issue discount,” the accrual of which, to the extent properly allocable to each Beneficial Owner thereof, is treated as interest on the Bonds which is excluded from gross income for federal income tax purposes and State of California personal income taxes. For this purpose, the issue price of a particular maturity of the Bonds is the first price at which a substantial amount of such maturity of the Bonds is sold to the public (excluding bond houses, brokers, or similar persons or organizations acting in the capacity of underwriters, placement agents or wholesalers). The original issue discount with respect to any maturity of the Bonds accrues daily over the term to maturity of such Bonds on the basis of a constant interest rate compounded semiannually (with straight-line interpolations between compounding dates). The accruing original issue discount is added to the adjusted basis of such Bonds to determine taxable gain or loss upon disposition (including sale, redemption, or payment on maturity) of such Bonds. Beneficial Owners of the Bonds should consult their own tax advisors with respect to the tax consequences of ownership of Bonds with original issue discount, including the treatment of Beneficial Owners who do not purchase such Bonds in the original offering to the public at the first price at which a substantial amount of such Bonds is sold to the public.

Bonds purchased, whether at original issuance or otherwise, for an amount higher than their principal amount payable at maturity (or, in some cases, at their earlier call date) (“**Premium Bonds**”) will be treated as having amortizable bond premium. No deduction is allowable for the amortizable bond premium in the case of bonds, like the Premium Bonds, the interest on which is excluded from gross income for federal income tax purposes. However, the amount of tax-exempt interest received, and a Beneficial Owner’s basis in a Premium Bond, will be reduced by the amount of amortizable bond premium properly allocable to such Beneficial Owner. Beneficial Owners of Premium Bonds should consult their own tax advisors with respect to the proper treatment of amortizable bond premium in their particular circumstances.

The Code imposes various restrictions, conditions and requirements relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Bonds. The District has made certain representations and covenanted to comply with certain restrictions, conditions and requirements designed to ensure that interest on the Bonds will not be included in federal gross income. Inaccuracy of these representations or failure to comply with these covenants may result in interest on the Bonds being included in gross income for federal income tax purposes, possibly from the date of original issuance of the Bonds. The opinion of Bond Counsel assumes the accuracy of these representations and compliance with these covenants. Bond Counsel has not undertaken to determine (or to inform any person) whether any actions taken (or not taken), or events occurring (or not occurring), or any other matters coming to Bond Counsel’s attention after the date of issuance of the Bonds may adversely affect the value of, or the tax status of interest on, the Bonds. Accordingly, the opinion of Bond Counsel is not intended to, and may not, be relied upon in connection with any such actions, events or matters.

Although Bond Counsel is of the opinion that interest on the Bonds is excluded from gross income for federal income tax purposes and is exempt from State of California personal income taxes, the ownership or disposition of, or the accrual or receipt of amounts treated as interest on, the Bonds may otherwise affect a Beneficial Owner’s federal, state or local tax liability. The nature and extent of these other tax consequences depends upon the particular tax status of the Beneficial Owner or the Beneficial Owner’s other items of income or deduction. Bond Counsel expresses no opinion regarding any such other tax consequences.

Current and future legislative proposals, if enacted into law, clarification of the Code or court decisions may cause interest on the Bonds to be subject, directly or indirectly, in whole or in part, to federal income taxation or to be

subject to or exempted from state income taxation, or otherwise prevent Beneficial Owners from realizing the full current benefit of the tax status of such interest. For example, the Obama Administration's budget proposals in recent years have proposed legislation that would limit the exclusion from gross income of interest on the Bonds to some extent for high-income individuals. The introduction or enactment of any such legislative proposals or clarification of the Code or court decisions may also affect, perhaps significantly, the market price for, or marketability of, the Bonds. Prospective purchasers of the Bonds should consult their own tax advisors regarding the potential impact of any pending or proposed federal or state tax legislation, regulations or litigation, as to which Bond Counsel is expected to express no opinion.

The opinion of Bond Counsel is based on current legal authority, covers certain matters not directly addressed by such authorities, and represents Bond Counsel's judgment as to the proper treatment of the Bonds for federal income tax purposes. It is not binding on the Internal Revenue Service ("IRS") or the courts. Furthermore, Bond Counsel cannot give and has not given any opinion or assurance about the future activities of the District, or about the effect of future changes in the Code, the applicable regulations, the interpretation thereof or the enforcement thereof by the IRS. The District has covenanted, however, to comply with the requirements of the Code.

Bond Counsel's engagement with respect to the Bonds ends with the issuance of the Bonds, and, unless separately engaged, Bond Counsel is not obligated to defend the District or the Beneficial Owners regarding the tax-exempt status of the Bonds in the event of an audit examination by the IRS. Under current procedures, parties other than the District and its appointed counsel, including the Beneficial Owners, would have little, if any, right to participate in the audit examination process. Moreover, because achieving judicial review in connection with an audit examination of bonds is difficult, obtaining an independent review of IRS positions with which the District legitimately disagrees may not be practicable. Any action of the IRS, including but not limited to selection of the Bonds for audit, or the course or result of such audit, or an audit of bonds presenting similar tax issues may affect the market price for, or the marketability of, the Bonds, and may cause the District or the Beneficial Owners to incur significant expense.

OTHER LEGAL MATTERS

Possible Limitations on Remedies; Bankruptcy

General. Following is a discussion of certain considerations relating to potential bankruptcies of school districts in California. It is not an exhaustive discussion of the potential application of bankruptcy law to the District. State law contains a number of safeguards to protect the financial solvency of school districts. See "APPENDIX A – FINANCIAL AND OPERATING INFORMATION – SCHOOL DISTRICT BUDGET PROCEDURES AND REQUIREMENTS – District Budget Process and County Review." If the safeguards are not successful in preventing a school district from becoming insolvent, the State Superintendent of Public Instruction (the "**State Superintendent**"), operating through an administrator appointed by the State Superintendent, may be authorized under State law to file a petition under Chapter 9 of the United States Bankruptcy Code (the "**Bankruptcy Code**") on behalf of a district for the adjustment of its debts, assuming that such district meets certain other requirements contained in the Bankruptcy Code necessary for filing such a petition. School districts under current State law are not themselves authorized to file a bankruptcy proceeding, and they are not subject to involuntary bankruptcy.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the parties to the proceedings may be prohibited from taking any action to collect any amount from the District (including *ad valorem* tax revenues) or to enforce any obligation of the District, without the bankruptcy court's permission. In such a proceeding, as part of its plan of adjustment in bankruptcy, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Bonds and other transaction documents related to the Bonds, if the bankruptcy court were to determine that the alterations were fair and equitable. In addition, in such a proceeding, as part of such a plan, the District may be able to eliminate the obligation of the County to raise taxes if necessary to pay the Bonds. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Bonds.

As stated above, if a school district were to go into bankruptcy, the bankruptcy petition would be filed under Chapter 9 of the Bankruptcy Code. Chapter 9 provides that it does not limit or impair the power of a state to control, by legislation or otherwise, a municipality of or in such state in the exercise of the political or governmental powers of such

municipality, including expenditures for such exercise. For purposes of the language of Chapter 9, a school district is a municipality. State law provides that the *ad valorem* taxes levied to pay the principal and interest on the Bonds shall be used for the payment of principal and interest of the District's general obligation bonds and for no other purpose. If this restriction on the expenditure of such *ad valorem* taxes is respected in a bankruptcy case, then the *ad valorem* tax revenue could not be used by the District for any purpose other than to make payments on the Bonds. It is possible, however, that a bankruptcy court could conclude that the restriction should not be respected.

Statutory Lien. Pursuant to Senate Bill 222 (2015) ("**SB 222**") that became effective on January 1, 2016, all general obligation bonds issued by local agencies in California, including the Bonds, will be secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax. SB 222 provides that the lien will automatically arise, without the need for any action or authorization by the local agency or its governing board, and will be valid and binding from the time the bonds are executed and delivered. Although a statutory lien would not be automatically terminated by the filing of a Chapter 9 bankruptcy petition by the District, the automatic stay provisions of the Bankruptcy Code would apply and payments that become due and owing on the Bonds during the pendency of the Chapter 9 proceeding could be delayed unless the Bonds are determined to be secured by a pledge of "special revenues" within the meaning of the Bankruptcy Code and the pledged *ad valorem* taxes are applied to pay the Bonds in a manner consistent with the Bankruptcy Code.

Special Revenues. If the *ad valorem* tax revenues that are pledged to the payment of the Bonds (see "SECURITY AND SOURCE OF PAYMENT FOR THE BONDS – Pledge of Tax Revenues") are determined to be "special revenues" within the meaning of the Bankruptcy Code, then the application in a manner consistent with the Bankruptcy Code of the pledged *ad valorem* revenues that are collected after the date of the bankruptcy filing should not be subject to the automatic stay. "Special revenues" are defined to include, among others, taxes specifically levied to finance one or more projects or systems of the debtor, but excluding receipts from general property, sales, or income taxes levied to finance the general purposes of the debtor. The District has specifically pledged the *ad valorem* taxes for payment of the Bonds. Additionally, the *ad valorem* taxes levied for payment of the Bonds are permitted under the State Constitution only where either (i) the applicable bond proposition is approved by 55% of the voters and such proposition contains a specific list of school facilities projects, or (ii) if the applicable bond proposition is approved by two-thirds of voters and such bonds must be issued for the acquisition or improvement of real property. Because State law prohibits the use of the tax proceeds for any purpose other than payment of the bonds and the bond proceeds can only be used to fund the acquisition or improvement of real property and other capital expenditures included in the proposition, such tax revenues appear to fit the definition of special revenues. However, there is no binding judicial precedent dealing with the treatment in bankruptcy proceedings of *ad valorem* tax revenues collected for the payments of bonds in California, so no assurance can be given that a bankruptcy court would not hold otherwise.

In addition, even if the *ad valorem* tax revenues are determined to be "special revenues," the Bankruptcy Code provides that special revenues can be applied to necessary operating expenses of the project or system, before they are applied to other obligations. This rule applies regardless of the provisions of the transaction documents. Thus, a bankruptcy court could determine that the District is entitled to use the *ad valorem* tax revenues to pay necessary operating expenses of the District and its schools, before the remaining revenues are paid to the owners of the Bonds.

Possession of Tax Revenues; Remedies. If the County or the District goes into bankruptcy and has possession of tax revenues (whether collected before or after commencement of the bankruptcy), and if the County or the District, as applicable, does not voluntarily pay such tax revenues to the owners of the Bonds, it is not clear what procedures the owners of the Bonds would take or how effective they would be in obtaining possession of such tax revenues.

Opinion of Bond Counsel Qualified by Reference to Bankruptcy, Insolvency and Other Laws Relating to or Affecting Creditor's Rights. The proposed form of opinion of Bond Counsel, attached hereto as Appendix D, is qualified by reference to bankruptcy, insolvency and other laws relating to or affecting creditor's rights.

Legal Opinion

The validity of the Bonds and certain other legal matters are subject to the approving opinion of Orrick, Herrington & Sutcliffe LLP, San Francisco, California, Bond Counsel to the District. A complete copy of the proposed form of Bond Counsel opinion is set forth in "APPENDIX D—PROPOSED FORM OF OPINION OF BOND COUNSEL." Bond Counsel undertakes no responsibility for the accuracy, completeness or fairness of this Official Statement.

Legality for Investment in California

Under provisions of the Financial Code of the State, the Bonds are legal investments for commercial banks in the State to the extent that the Bonds, in the informed opinion of the bank, are prudent for the investment of funds of its depositors, and, under provisions of the Government Code, the Bonds are eligible securities for deposits of public moneys in the State.

Continuing Disclosure

The District has covenanted for the benefit of the holders and Beneficial Owners of the Bonds to provide certain financial information and operating data relating to the District (the “**Annual Report**”) by not later than nine months following the end of the District’s fiscal year (currently ending June 30), commencing with the report for the 2015-16 fiscal year (which is due no later than April 1, 2017) and to provide notice of the occurrence of certain enumerated events, if material. The Annual Report and the notices of material events will be filed by the District with the Municipal Securities Rulemaking Board. The specific nature of the information to be contained in the Annual Report or the notices of material events is set forth in “APPENDIX E—FORM OF CONTINUING DISCLOSURE CERTIFICATE.” These covenants have been made in order to assist the Underwriter in complying with Securities and Exchange Commission Rule 15c2-12(b)(5) (the “**Rule**”).

[During the five-year period preceding the date of this Official Statement, the District failed to timely file certain material event notices and financial operating information required by the terms of its previous undertakings, including but not limited to certain annual reports and notices of rating changes, or insurer-related rating changes or rating withdrawals with respect to numerous series of obligations. Additionally, certain of the annual reports timely filed did not disclose certain information required by the terms of the District’s previous undertakings, including assessed value, tax delinquencies, the top taxpayers, appropriations limit and appropriations subject to the limit, and lottery revenue. The District also failed to timely file certain operating data with respect to the Community Facilities District No. 1. In December 2013, the District put procedures in place to prevent future noncompliance, including having Capitol Public Finance Group, LLC, the District’s current dissemination agent (“**Dissemination Agent**”), assist the District with compliance with its continuing disclosure obligations. The Dissemination Agent has assisted the District in filing all necessary information to make the District current in its continuing disclosure obligations under the Rule and continues to work with the District in establishing and maintaining the necessary safeguards to assist in the timely filing of required information going forward.]

No Litigation

No litigation is pending or, to the best knowledge of the District, threatened, concerning the validity of the Bonds or the District’s ability to receive *ad valorem* taxes and to collect other revenues, or contesting the District’s ability to issue and retire the Bonds, the political existence of the District, the title to their offices of District or County officials who will sign the Bonds and other certifications relating to the Bonds, or the powers of those offices. A certificate (or certificates) to that effect will be furnished to the original purchasers at the time of the original delivery of the Bonds.

The District is routinely subject to lawsuits and claims. In the opinion of the District, the aggregate amount of the uninsured liabilities of the District under these lawsuits and claims will not materially affect the financial position or operations of the District.

MISCELLANEOUS

Ratings

The Bonds have received the rating of “___” by Standard & Poor’s Ratings Services, a Standard & Poor’s Financial Services LLC business (“**S&P**”). Rating agencies generally base their ratings on their own investigations, studies and assumptions. The District has provided certain additional information and materials to the rating agency (some of which does not appear in this Official Statement). The ratings reflect only the views of the rating agency and any explanation of the significance of such rating may be obtained only from such rating agency as follows: S&P at www.standardandpoors.com. A securities rating is not a recommendation to buy, sell or hold securities and may be subject to revision or withdrawal at any time. There is no assurance that any rating will continue for any given period of time or that the ratings not be revised downward or withdrawn entirely by the rating agencies, if, in the judgment of the

rating agencies, circumstances so warrant. Any such downward revision or withdrawal of any rating may have an adverse effect on the market price of the Bonds. The District undertakes no responsibility to oppose any such downward revision, suspension or withdrawal.

Professionals Involved in the Offering

Orrick, Herrington & Sutcliffe LLP is acting as Bond Counsel and as Disclosure Counsel to the District with respect to the Bonds, and will receive compensation from the District contingent upon the sale and delivery of the Bonds. Kutak Rock LLP is acting as Underwriter's Counsel to the Underwriter with respect to the Bonds, and will receive compensation from the Underwriter contingent upon the sale and delivery of the Bonds. Capitol Public Finance Group, LLC is acting as Financial Advisor with respect to the Bonds, and will receive compensation from the District contingent upon the sale and delivery of the Bonds.

Potential for Bond Insurance

The District has applied for municipal bond insurance to guarantee the scheduled payment of principal of and interest on one or more maturities of the Bonds and, if a commitment is issued to insure the Bonds, will determine prior to the sale of the Bonds whether to obtain such insurance for one or more maturities.

Underwriting

The Bonds are to be purchased by Stifel, Nicolaus & Company, Incorporated (the "**Underwriter**"). The Underwriter has agreed, subject to certain terms and conditions set forth in the Bond Purchase Agreement, dated [May] __, 2016 by and between the Underwriter and the District, to purchase the Bonds at a purchase price of \$_____ (which represents the aggregate initial principal amount of the Bonds, [plus/less] a net original issue [premium/discount] of \$_____ and less \$_____ of Underwriter's discount). The Underwriter will purchase all the Bonds if any are purchased. The Bonds may be offered and sold to certain dealers (including dealers depositing said Bonds into investment trusts) and others at prices lower than the initial public offering price, and the public offering price may be changed from time to time by the Underwriter.

The Underwriter has certified the public reoffering prices or yields set forth on the cover page hereof. The Underwriter's compensation is computed based on those prices or yields, and the District takes no responsibility for the accuracy of those prices or yields. The Underwriter may offer and sell the Bonds to certain dealers and others at prices lower than the offering prices stated on the cover page. The offering prices may be changed from time to time by the Underwriter.

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Additional Information

Quotations from and summaries and explanations of the Bonds, the Paying Agent Agreement and the constitutional provisions, statutes and other documents described herein, do not purport to be complete, and reference is hereby made to said documents, constitutional provisions and statutes for the complete provisions thereof.

* * *

All data contained herein have been taken or constructed from the District's records and other sources, as indicated. This Official Statement and its distribution have been duly authorized and approved by the District.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By: _____
Chief Business Officer

APPENDIX A

INFORMATION RELATING TO THE DISTRICT'S OPERATIONS AND BUDGET

The information in this Appendix concerning the operations of the District, the District's finances, and State funding of education, is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of or interest on the Bonds is payable from the general fund of the District or from State revenues. The Bonds are payable from the proceeds of an ad valorem tax approved by the voters of the District pursuant to all applicable laws and Constitutional requirements, and required to be levied by the County on property within the District in an amount sufficient for the timely payment of principal of and interest on the Bonds. See "SECURITY AND SOURCE OF PAYMENT FOR THE BONDS" in the Official Statement.

THE DISTRICT

Introduction

The Sacramento City Unified School District (the "**District**"), located in Sacramento County, California (the "**County**"), is the 13th largest school district in the State of California (the "**State**") as measured by student enrollment. The District provides educational services to the residents in and around the City of Sacramento (the "**City**"), the State capital. The District operates under the jurisdiction of the Superintendent of Schools of Sacramento County. See "THE BONDS—Authority for Issuance; Purpose" in the Official Statement. The District's estimated average daily attendance for fiscal year 2015-16 is 38,876 students and the District's 2015-16 general fund expenditures are projected at approximately \$520.4 million.

The District operates 40 elementary schools for grades K-6, eight K-8 schools, six middle schools for grades 7-8, one 7-9 school, one 7-12 school, seven comprehensive high schools for grades 9-12, five alternative education centers, two special education centers, two adult education centers, 14 charter schools (including five dependent charter schools) and 44 children's centers/preschools serving infants through age 12. The District's estimated enrollment for fiscal year 2015-16 is approximately 46,877 students. For fiscal year 2015-16, the District projects to employ approximately [3,495] employees, which includes 2,077 certificated (credentialed teaching) employees, 1,174 FTE classified (noninstructional) employees, and 244 supervisory/other personnel.

The District is governed by a Board of Education (the "**Board of Education**") consisting of seven members and one student member. The regular members are elected to staggered four-year terms every two years, alternating between three and four available positions. Beginning in 2008, board member elections are no longer held District-wide, but instead are held among voters who reside in each of seven trustee areas.

The day-to-day operations are managed by a board-appointed Superintendent of Schools. José L. Banda was appointed Superintendent of the District on July 17, 2014. Prior to his appointment, Mr. Banda served for two years as Superintendent of Seattle Public Schools, Washington state's largest K-12 district, four years as Superintendent of the 20,000-student Anaheim City School District, three years as the Superintendent of the Planada School District, and thirteen years as a secondary administrator, including eight years as a high school principal. Mr. Banda has over 30 years of experience in the field of education and holds a Bachelor of Arts from California State University in Bakersfield and a master's in Educational Leadership from Chapman University.

Gerardo Castillo, CPA, began his term as the Interim Chief Business Officer on August 16, 2014 and became Chief Business Officer on March 1, 2015. Prior to becoming Interim Chief Business Officer, Mr. Castillo served as Director of Finance of the District for seven years. Mr. Castillo holds a CBO certificate and has over 17 years of work experience in finance, including 13 years in the field of school district finance.

DISTRICT FINANCIAL MATTERS

State Funding of Education; State Budget Process

General. As is true for most school districts in California, the District's operating income consists primarily of three components: a State portion funded from the State's general fund in accordance with the Local Control Funding Formula (see "—Allocation of State Funding to School Districts; Local Control Funding Formula" herein), a State portion funded from the Education Protection Account, and a local portion derived from the District's share of the 1% local *ad valorem* property tax authorized by the State Constitution. In addition, school districts may be eligible for other special categorical funding from State and federal government programs. The District projects to receive approximately 77.4% of its general fund revenues from State funds (not including the local portion derived from the District's share of the local *ad valorem* tax), projected at approximately \$409.9 million for fiscal year 2015-16. Such State funds include both the State funding provided under LCFF as well as other State revenues (see "—Allocation of State Funding to School District; Local Control Funding Formula – Attendance and LCFF" and "—Other District Revenues – Other State Revenues" below). As a result, decreases or deferrals in State revenues, or in State legislative appropriations made to fund education, may significantly affect the District's revenues and operations.

Under Proposition 98, a constitutional and statutory amendment adopted by the State's voters in 1988 and amended by Proposition 111 in 1990 (now found at Article XVI, Sections 8 and 8.5 of the State Constitution), a minimum level of funding is guaranteed to school districts, community college districts, and other State agencies that provide direct elementary and secondary instructional programs.

Recent years have seen frequent disruptions in State personal income taxes, sales and use taxes, and corporate taxes, making it increasingly difficult for the State to meet its Proposition 98 funding mandate, which normally commands about 45% of all State general fund revenues, while providing for other fixed State costs and priority programs and services. Because education funding constitutes such a large part of the State's general fund expenditures, it is generally at the center of annual budget negotiations and adjustments.

The State budget for fiscal year 2013-14 contained a new formula for funding the school finance system (the "**Local Control Funding Formula**" or "**LCFF**"). The LCFF replaced the revenue limit funding system and most categorical programs. See "—Allocation of State Funding to School Districts; Local Control Funding Formula" herein for more information.

State Budget Process. According to the State Constitution, the Governor must propose a budget to the State Legislature no later than January 10 of each year and a final budget must be adopted no later than June 15. Historically, the budget required a two-thirds vote of each house of the State Legislature for passage. However, on November 2, 2010, the State's voters approved Proposition 25, which amended the State Constitution to lower the vote requirement necessary for each house of the State Legislature to pass a budget bill and send it to the Governor. Specifically, the vote requirement was lowered from two-thirds to a simple majority (50% plus one) of each house of the State Legislature. The lower vote requirement also would apply to trailer bills that appropriate funds and are identified by the State Legislature "as related to the budget in the budget bill." The budget becomes law upon the signature of the Governor, who may veto specific items of expenditure. Under Proposition 25, a two-thirds vote of the State Legislature is still required to override any veto by the Governor. School district budgets must generally be adopted by July 1, and revised by the school board within 45 days after the Governor signs the budget act to reflect any changes in budgeted revenues and expenditures made necessary by the adopted State budget. The Governor signed the fiscal year 2015-16 State budget on June 24, 2016.

When the State budget is not adopted on time, basic appropriations and the categorical funding portion of each school district's State funding are affected differently. Under the rule of *White v. Davis* (also referred to as *Jarvis v. Connell*), a State Court of Appeal decision reached in 2002, there is no constitutional mandate for appropriations to school districts without an adopted budget or emergency appropriation, and funds for State programs cannot be disbursed by the State Controller until that time unless the expenditure is (i) authorized by a continuing appropriation found in statute, (ii) mandated by the State Constitution (such as appropriations for salaries of elected State officers), or (iii) mandated by federal law (such as payments to State workers at no more than minimum wage). The State Controller has consistently stated that basic State funding for schools is continuously

appropriated by statute, but that special and categorical funds may not be appropriated without an adopted budget. Should the Legislature fail to pass a budget or emergency appropriation before the start of any fiscal year, the District might experience delays in receiving certain expected revenues. The District is authorized to borrow temporary funds to cover its annual cash flow deficits, and as a result of the *White v. Davis* decision, the District might find it necessary to increase the size or frequency of its cash flow borrowings, or to borrow earlier in the fiscal year. The District does not expect the *White v. Davis* decision to have any long-term effect on its operating budgets.

Aggregate State Education Funding. The Proposition 98 guaranteed amount for education is based on prior-year funding, as adjusted through various formulas and tests that take into account State proceeds of taxes, local property tax proceeds, school enrollment, per-capita personal income, and other factors. The State's share of the guaranteed amount is based on State general fund tax proceeds and is not based on the general fund in total or on the State budget. The local share of the guaranteed amount is funded from local property taxes. The total guaranteed amount varies from year to year and throughout the stages of any given fiscal year's budget, from the Governor's initial budget proposal to actual expenditures to post-year-end revisions, as better information regarding the various factors becomes available. Over the long run, the guaranteed amount will increase as enrollment and per capita personal income grow.

If, at year-end, the guaranteed amount is calculated to be higher than the amount actually appropriated in that year, the difference becomes an additional education funding obligation, referred to as "settle-up." If the amount appropriated is higher than the guaranteed amount in any year, that higher funding level permanently increases the base guaranteed amount in future years. The Proposition 98 guaranteed amount is reduced in years when general fund revenue growth lags personal income growth, and may be suspended for one year at a time by enactment of an urgency statute. In either case, in subsequent years when State general fund revenues grow faster than personal income (or sooner, as the Legislature may determine), the funding level must be restored to the guaranteed amount, the obligation to do so being referred to as "maintenance factor."

In recent years, the State's response to fiscal difficulties has had a significant impact on Proposition 98 funding and settle-up treatment. The State has sought to avoid or delay paying settle-up amounts when funding has lagged the guaranteed amount. In response, teachers' unions, the State Superintendent and others sued the State or Governor in 1995, 2005, 2009 and 2011 to force them to fund schools in the full amount required. The settlement of the 1995 and 2005 lawsuits has so far resulted in over \$4 billion in accrued State settle-up obligations. However, legislation enacted to pay down the obligations through additional education funding over time, including the Quality Education Investment Act of 2006, have also become part of annual budget negotiations, resulting in repeated adjustments and deferrals of the settle-up amounts.

The State has also sought to preserve general fund cash while avoiding increases in the base guaranteed amount through various mechanisms: by treating any excess appropriations as advances against subsequent years' Proposition 98 minimum funding levels rather than current year increases; by temporarily deferring apportionments of Proposition 98 funds from one fiscal year to the next; by permanently deferring apportionments of Proposition 98 funds from one fiscal year to the next; by suspending Proposition 98, as the State did in fiscal year 2004-05, fiscal year 2010-11, fiscal year 2011-12 and fiscal year 2012-13; and by proposing to amend the State Constitution's definition of the guaranteed amount and settle-up requirement under certain circumstances.

The District cannot predict how State income or State education funding will vary over the term to maturity of the Bonds, and the District takes no responsibility for informing owners of the Bonds as to actions the State Legislature or Governor may take affecting the current year's budget after its adoption. Information about the State budget and State spending for education is regularly available at various State-maintained websites. Text of proposed and adopted budgets may be found at the website of the Department of Finance, www.dof.ca.gov, under the heading "California Budget." An impartial analysis of the budget is posted by the Office of the Legislative Analyst at www.lao.ca.gov. In addition, various State of California official statements, many of which contain a summary of the current and past State budgets and the impact of those budgets on school districts in the State, may be found at the website of the State Treasurer, www.treasurer.ca.gov. The information referred to is prepared by the respective State agency maintaining each website and not by the District, and the District can take no responsibility for the continued accuracy of these internet addresses or for the accuracy, completeness or timeliness of information posted there, and such information is not incorporated herein by these references.

Rainy Day Fund; SB 858. The 2014-15 State Budget proposed certain constitutional amendments to the rainy day fund (the “**Rainy Day Fund**”) on the November 2014 ballot, as well as certain provisions as part of Senate Bill 858 (“**SB 858**”) which could limit the amount of reserves that may be maintained by a school district, all of which became operational when Proposition 2 was passed. See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Proposition 2” herein for more information regarding the Rainy Day Fund and SB 858.

AB 1469. As part of the 2014-15 State Budget, the Governor signed Assembly Bill 1469 (“**AB 1469**”) which implements a new funding strategy for the California State Teachers’ Retirement System (“**CalSTRS**”), increasing the employer contribution rate in fiscal year 2014-15 from 8.25% to 8.88% of covered payroll. See “– Retirement Benefits – CalSTRS” herein for more information about CalSTRS and AB 1469.

2015-16 State Budget. The Governor signed the fiscal year 2015-16 State budget (the “**2015-16 State Budget**”) on June 24, 2015. The 2015-16 State Budget represents a multiyear plan that is balanced and that continues to focus on paying down budgetary debt from prior years and setting aside reserves. The 2015-16 State Budget increases spending on education, health care, in-home supportive services, workforce development, drought assistance and the judiciary. The 2015-16 State Budget projects \$115 billion in revenues and transfers, a 3% increase over fiscal year 2014-15. By the end of fiscal year 2015-16, the State’s Rainy Day Fund is expected to have a balance of approximately \$3.5 billion. Under the 2015-16 State Budget, the State is expected to repay the remaining \$1 billion in deferrals to schools and community colleges, make the final payment on the \$15 billion in Economic Recovery Bonds used to cover budget deficits since 2002, and reduce outstanding mandate liabilities owed to schools and community colleges by \$3.8 billion.

As it relates to K-12 education, the 2015-16 State Budget provides total funding of \$83.2 billion (\$49.7 billion in general funds and \$33.5 billion in other funds). The 2015-16 State Budget provides Proposition 98 funding for all K-14 education of \$68.4 billion, an increase of \$7.6 billion over fiscal year 2014-15. Since fiscal year 2011-12, Proposition 98 funding for K-12 education has grown by more than \$18.6 billion, representing an increase of more than \$3,000 per student.

Certain budget adjustments for K-12 programs include the following:

- **Local Control Funding Formula.** An increase of \$6 billion in Proposition 98 general funds to continue the State’s transition to the Local Control Funding Formula. This formula commits most new funding to districts serving English language learners, students from low-income families and youth in foster care. This increase will close the remaining funding implementation gap by more than 51%.
- **Career Technical Education.** The 2015-16 State Budget establishes the Career Technical Education (“**CTE**”) Incentive Grant Program and provides \$400 million, \$300 million and \$200 million Proposition 98 general funds in fiscal years 2015-16, 2016-17, and 2017-18, respectively, for local education agencies to establish new or expand high quality CTE programs.
- **Educator Support.** An increase of \$500 million in one-time Proposition 98 general funds for educator support. Of this amount, \$490 million is for activities that promote educator quality and effectiveness, including beginning teacher and administrator support and mentoring, support for teachers who have been identified as needing improvement, and professional development aligned to the State academic content standards. These funds will be allocated to school districts, county offices of education, charter schools, and the State special schools in an equal amount per certificated staff and are available for expenditure over the next three years.
- **Special Education.** The 2015-16 State Budget includes \$60.1 million in Proposition 98 general funds (\$50.1 million ongoing and \$10 million one-time) to implement selected program changes recommended by the task force, making targeted investments that improve service delivery and outcomes for all disabled students, with a particular emphasis on early education.
- **K-12 High-Speed Internet Access.** An increase of \$50 million in one-time Proposition 98 funds to support additional investments in internet connectivity and infrastructure, building on the \$26.7 million in one-time

Proposition 98 funding that was provided in fiscal year 2014-15. This second installment of funding will further upgrade internet infrastructure to reflect the increasing role that technology plays in classroom operations to support teaching and learning.

- K-12 Mandates. An increase of \$3.2 billion in one time Proposition 98 general funds to reimburse K-12 local educational agencies for the costs of State mandated programs. These funds will make a significant down payment on outstanding mandate debt, while providing school districts, county offices of education and charter schools with discretionary resources to support critical investments such as Common Core implementation.
- K-12 Deferrals. The 2015-16 State Budget provides \$897 million Proposition 98 in general funds to eliminate deferrals consistent with the revenue trigger included in the fiscal year 2014-15 State budget.

The complete 2015-16 State Budget is available from the California Department of Finance website at www.dof.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

Prohibitions on Diverting Local Revenues for State Purposes. Beginning in 1992-93, the State satisfied a portion of its Proposition 98 obligations by shifting part of the property tax revenues otherwise belonging to cities, counties, special districts, and redevelopment agencies, to school and community college districts through a local Educational Revenue Augmentation Fund (“**ERAF**”) in each county. Local agencies, objecting to invasions of their local revenues by the State, sponsored a statewide ballot initiative intended to eliminate the practice. In response, the State Legislature proposed an amendment to the State Constitution, which the State’s voters approved as Proposition 1A at the November 2004 election. That measure was generally superseded by the passage of a new initiative constitutional amendment at the November 2010 election, known as “**Proposition 22.**”

The effect of Proposition 22 is to prohibit the State, even during a period of severe fiscal hardship, from delaying the distribution of tax revenues for transportation, redevelopment, or local government projects and services. It prevents the State from redirecting redevelopment agency property tax increment to any other local government, including school districts, or from temporarily shifting property taxes from cities, counties and special districts to schools, as in the ERAF program. This is intended to, among other things, stabilize local government revenue sources by restricting the State’s control over local property taxes. One effect of this amendment will be to deprive the State of fuel tax revenues to pay debt service on most State bonds for transportation projects, reducing the amount of State general fund resources available for other purposes, including education.

Prior to the passage of Proposition 22, the State invoked Proposition 1A to divert \$1.935 billion in local property tax revenues in 2009-10 from cities, counties, and special districts to the State to offset State general fund spending for education and other programs, and included another diversion in the adopted 2009-10 State budget of \$1.7 billion in local property tax revenues from local redevelopment agencies, which local redevelopment agencies have now been dissolved (see “– *Dissolution of Redevelopment Agencies*” below). Redevelopment agencies had sued the State over this latter diversion. However, the lawsuit was decided against the California Redevelopment Association on May 1, 2010. Because Proposition 22 reduces the State’s authority to use or shift certain revenue sources, fees and taxes for State general fund purposes, the State will have to take other actions to balance its budget in some years – such as reducing State spending or increasing State taxes, and school and community college districts that receive Proposition 98 or other funding from the State will be more directly dependent upon the State’s general fund.

Dissolution of Redevelopment Agencies. The adopted State budget for fiscal year 2011-12, as signed by the Governor on June 30, 2011, included as trailer bills Assembly Bill No. 26 (First Extraordinary Session) (“**ABIX 26**”) and Assembly Bill No. 27 (First Extraordinary Session) (“**ABIX 27**”), which the Governor signed on June 29, 2011. ABIX 26 suspended most redevelopment agency activities and prohibited redevelopment agencies from incurring indebtedness, making loans or grants, or entering into contracts after June 29, 2011. ABIX 26 dissolved all redevelopment agencies in existence and designated “successor agencies” and “oversight boards” to satisfy “enforceable obligations” of the former redevelopment agencies and administer dissolution and wind down of the former redevelopment agencies. Certain provisions of ABIX 26 are described further below.

In July of 2011, various parties filed an action before the Supreme Court of the State of California (the “Court”) challenging the validity of AB1X 26 and AB1X 27 on various grounds (*California Redevelopment Association v. Matosantos*). On December 29, 2011, the Court rendered its decision in *Matosantos* upholding virtually all of AB1X 26 and invalidating AB1X 27. In its decision, the Court also modified various deadlines for the implementation of AB1X 26. The deadlines for implementation of AB1X 26 described below take into account the modifications made by the Court in *Matosantos*.

On February 1, 2012, and pursuant to *Matosantos*, AB1X 26 dissolved all redevelopment agencies in existence and designated “successor agencies” and “oversight boards” to satisfy “enforceable obligations” of the former redevelopment agencies and administer dissolution and wind down of the former redevelopment agencies. With limited exceptions, all assets, properties, contracts, leases, records, buildings and equipment, including cash and cash equivalents of a former redevelopment agency, will be transferred to the control of its successor agency and, unless otherwise required pursuant to the terms of an enforceable obligation, distributed to various related taxing agencies pursuant to AB1X 26.

AB1X 26 requires redevelopment agencies to continue to make scheduled payments on and perform obligations required under its “enforceable obligations.” For this purpose, AB1X 26 defines “enforceable obligations” to include “bonds, including the required debt service, reserve set-asides, and any other payments required under the indenture or similar documents governing the issuance of outstanding bonds of the former redevelopment agency” and “any legally binding and enforceable agreement or contract that is not otherwise void as violating the debt limit or public policy.” AB1X 26 specifies that only payments included on an “enforceable obligation payment schedule” adopted by a redevelopment agency shall be made by a redevelopment agency until its dissolution. However, until a successor agency adopts a “recognized obligation payment schedule” the only payments permitted to be made are payments on enforceable obligations included on an enforceable obligation payment schedule. A successor agency may amend the enforceable obligation payment schedule at any public meeting, subject to the approval of its oversight board.

Under AB1X 26, commencing February 1, 2012, property taxes that would have been allocated to each redevelopment agency if the agencies had not been dissolved will instead be deposited in a “redevelopment property tax trust fund” created for each former redevelopment agency by the related county auditor-controller and held and administered by the related county auditor-controller as provided in AB1X 26. AB1X 26 generally requires each county auditor-controller, on May 16, 2012 and June 1, 2012 and each January 16 and June 1 (now each January 2 and June 1 pursuant to AB 1484, as described below) thereafter, to apply amounts in a related redevelopment property tax trust fund, after deduction of the county auditor-controller’s administrative costs, in the following order of priority:

- To pay pass-through payments to affected taxing entities in the amounts that would have been owed had the former redevelopment agency not been dissolved; provided, however, that if a successor agency determines that insufficient funds will be available to make payments on the recognized obligation payment schedule and the county auditor-controller and State Controller verify such determination, pass-through payments that had previously been subordinated to debt service may be reduced;
- To the former redevelopment agency’s successor agency for payments listed on the successor agency’s recognized obligation payment schedule for the ensuing six-month period;
- To the former redevelopment agency’s successor agency for payment of administrative costs; and
- Any remaining balance to school entities and local taxing agencies.

The District projects it will receive less than \$200,000 in pass-through payments in fiscal year 2014-15. The District does not anticipate the dissolution of redevelopment agencies to have any significant effect on its total general revenues.

It is possible that there will be additional legislation proposed and/or enacted to “clean up” various inconsistencies contained in AB1X 26 and there may be additional legislation proposed and/or enacted in the future affecting the current scheme of dissolution and winding up of redevelopment agencies currently contemplated by

AB1X 26. For example, AB 1484 was signed by the Governor on June 27, 2012, to clarify and amend certain aspects of AB1X 26. AB 1484, among other things, attempts to clarify the role and requirements of successor agencies, provides successor agencies with more control over agency bond proceeds and properties previously owned by redevelopment agencies and adds other new and modified requirements and deadlines. AB 1484 also provides for a “tax claw back” provision, wherein the State is authorized to withhold sales and use tax revenue allocations to local successor agencies to offset payment of property taxes owed and not paid by such local successor agencies to other local taxing agencies. This “tax claw back” provision has been challenged in court by certain cities and successor agencies. The District cannot predict the outcome of such litigation and what effect, if any, it will have on the District. Additionally, no assurances can be given as to the effect of any such future proposed and/or enacted legislation on the District.

Proposed 2016-17 State Budget. The Governor released his proposed fiscal year 2016-17 State budget (the “**2016-17 Proposed State Budget**”) on January 7, 2016. The 2016-17 Proposed State Budget proposes a balanced budget for Fiscal Year 2016-17. The Governor proposes to use funds to pay down outstanding budgetary borrowing including loans from special funds, Proposition 98 settle up obligations, transportation loans, and pension liabilities related to University of California employees. The 2016-17 Proposed State Budget estimates that total resources available in fiscal year 2015-16 will be approximately \$121.2 billion (including a prior year balance of \$3.7 billion) and total expenditures in fiscal year 2015-16 will be approximately \$116.1 billion. The 2016-17 Proposed State Budget projects total resources available for fiscal year 2016-17 of \$125.8 billion, inclusive of revenues and transfers of \$120.6 billion and a prior year balance of \$5.17 billion. The 2016-17 Proposed State Budget projects total expenditures of \$122.6 billion, inclusive of non-Proposition 98 expenditures of \$71.6 billion and Proposition 98 expenditures of \$50.97 billion. The 2016-17 Proposed State Budget proposes to allocate \$966 million of the General Fund’s projected fund balance to the Reserve for Liquidation of Encumbrances and \$2.2 billion of such fund balance to the State’s Special Fund for Economic Uncertainties.

The 2016-17 Proposed State Budget prioritizes a balanced budget for the long term and fully funding the State’s Rainy Day Fund. The Governor projects that the Rainy Day Fund will have a balance of approximately \$6 billion in fiscal year 2016-17. The 2016-17 Proposed State Budget proposes to make an additional \$2 billion deposit during fiscal year 2016-17 to bring the balance of the Rainy Day Fund to \$8 billion, which is approximately 65% of the target balance. For more information about the Rainy Day Fund, see “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Proposition 2 – *Rainy Day Fund*” herein.

Despite budgetary improvements as compared to recent years, the 2016-17 Proposed State Budget acknowledges that the additional tax revenues from capital gains are temporary in nature and that the additional revenues from Proposition 30 will expire in 2016 (with respect to the sales tax increase) and 2018 (with respect to the income tax increase). Further, the 2016-17 Proposed State Budget cautions that the State should address several risks, including: the inevitable occurrence of another recession, ongoing fiscal challenges of the federal government, the budget’s heavy dependency on the performance of the stock market, the high levels of State debts and liabilities, including unfunded retirement liabilities, and deferred maintenance of the State’s roads and other infrastructure.

Certain workload adjustments and budgetary proposals for K-12 education set forth in the 2016-17 Proposed State Budget include the following:

- School District Local Control Funding Formula. The 2016-17 Proposed State Budget proposes to provide \$2.8 billion to continue the implementation of the Local Control Funding Formula. The 2016-17 Proposed State Budget proposes to eliminate almost 50% of the remaining funding gap between actual funding and the target level of funding. The Governor estimates that total Local Control Funding Formula implementation is now 95%.
- County Offices of Education Local Control Funding Formula. An increase of \$1.7 million Proposition 98 General Fund to support a cost-of-living adjustment and A.D.A. changes for county offices of education.
- Proposition 98 Minimum Guarantee. The 2016-17 Proposed State Budget proposes Proposition 98 funding of \$71.6 billion, inclusive of State and local funds, for fiscal year 2016-17 which is

expected to satisfy the Proposition 98 minimum guarantee.

- Early Education Block Grant. The 2016-17 Proposed State Budget proposes a \$1.6 billion early education block grant for local educational agencies that will combine Proposition 98 funding from the State Preschool Program, transitional kindergarten, and the preschool Quality Rating and Improvement System Grant.
- Mandate Claims. The 2016-17 Proposed State Budget proposes to allocate approximately \$1.28 billion in one-time moneys to reduce outstanding mandate claims by school districts, charter schools, and county offices of education.
- Career Technical Education. The 2015-16 State Budget included resources to support the first year of the Career Technical Education Incentive Grant program, a transitional education and workforce development initiative administered by the California Department of Education. Pursuant to the program, the State will allocate \$400 million in fiscal year 2015-16, \$300 million in fiscal year 2016-17, and \$200 million in 2017-18 in the form of competitive matching grants to school districts, county offices, of education, and charter schools.
- One-Time Discretionary Funding. The 2016-17 Proposed State Budget proposes an increase of more than \$1.2 billion in one-time Proposition 98 General Fund for school districts, charter schools and county offices of education to use at local discretion.
- Charter School Growth. The 2016-17 Proposed State Budget proposes an increase of \$61 million Proposition 98 General Fund to support projected charter school A.D.A. growth.
- Charter School Startup Grants. The 2016-17 Proposed State Budget proposes an increase of \$20 million one-time Proposition 98 General Fund to support operational startup costs for new charter schools in 2016 and 2017, which is expected to partially offset the loss of federal funding previously available for such purpose.
- Systems of Learning and Behavioral Supports. The 2016-17 Proposed State Budget proposes an increase of \$30 million one-time Proposition 98 General Fund resources to build upon the \$10 million investment included in the 2015-16 State Budget for an increased number of local educational agencies to provide academic and behavioral supports in a coordinated and systematic way.
- Special Education. The 2016-17 Proposed State Budget proposes a decrease of \$15.5 million Proposition 98 General Fund to reflect a projected decrease in Special Education A.D.A.
- Cost-of-Living Adjustment Increases. The 2016-17 Proposed State Budget proposes an increase of \$22.9 million Proposition 98 General Fund to support a 0.47% cost-of-living adjustment for categorical programs, including Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and the American Indian Early Childhood Education Program, which are not funded within the Local Control Funding Formula.
- Local Property Tax Adjustments. The 2016-17 Proposed State Budget proposes a decrease of \$149.4 million Proposition 98 General Fund for school districts and county offices of education in fiscal year 2015-16 as a result of higher offsetting property tax revenues. In addition, the Governor proposes a decrease of \$1.2 billion in Proposition 98 General Fund for school districts and county offices of education in fiscal year 2016-17 as a result of increased offsetting local property tax revenues.
- School District Average Daily Attendance. As a result of a decrease in projected ADA from the 2015-16 State Budget, the 2016-17 Proposed Budget proposes a decrease of \$150.1 million in

2015-16 for school districts and a decrease of \$34.1 million in fiscal year 2016-17 for school districts.

- Proposition 39. Proposition 39, the California Clean Energy Jobs Act of 2012, has provided increased corporate tax revenues in the State. For fiscal year 2013-14 through fiscal year 2017-18, Proposition 39 requires half of the increased revenues, up to \$550 million per year, to be used to support energy efficiency. The 2016-17 Proposed State Budget proposes to allocate \$365.4 million to support school district and charter school energy efficiency projects in fiscal year 2016-17.
- Proposition 47. Proposition 47 (2014) requires a portion of any State savings which have resulted from the State's reduced penalties for certain non-serious and non-violent property and drug offenses, to be allocated to K-12 truancy and dropout prevention, victim services, and mental health and drug treatment. The 2016-17 Proposed State Budget proposes to allocate approximately \$7.3 million of such funds to, among other things, truancy reduction, dropout prevention and crime prevention efforts relating to K-12 students. The Governor expects to count such funds towards the Proposition 98 minimum guarantee.

The complete 2016-17 Proposed State Budget is available from the California Department of Finance website at www.dof.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

LAO Overview of 2016-17 Proposed State Budget. The Legislative Analyst's Office ("LAO"), a nonpartisan State office which provides fiscal and policy information and advice to the State Legislature, released its report on the 2016-17 Proposed State Budget entitled "The 2016-17 Budget: Overview of the Governor's Budget" on January 11, 2016 (the "**2016-17 Proposed Budget Overview**"), in which the LAO commends the State for its emphasis on increasing its budget reserves. The LAO notes that such an approach is prudent, as a large reserve may be essential to weathering the next recession. Further, the LAO is generally supportive of the Governor's priorities and the 2016-17 Proposed State Budget's focus on infrastructure, which the LAO notes is aging and in need of renovation and improvements. Nevertheless, the LAO warns that budget vulnerability remains and that cautious budgetary decision making is necessary. For example, the LAO suggests the State begin with robust targets for fiscal year 2016-17 budget reserves and take a measured approach to spending in order to better position the State for any near-term economic downturn.

With respect to the Proposition 98 budget plan in the 2016-17 Proposed State Budget, the LAO believes the Governor's estimated local property tax revenue counting toward Proposition 98 is approximately \$1 billion too low for 2015-16 and 2016-17. If local property tax revenue comes in higher than the Governor's administration expects, Proposition 98 General Fund costs will be correspondingly lower. However, the LAO cautions that the proposed use of Proposition 98 funding in fiscal year 2016-17 may provide inadequate protection against economic downturn. Thus, the LAO advises against committing all available 2016-17 Proposition 98 funds to ongoing purposes, as a sustained economic slowdown could force the State to cut programs and potentially backpedal in its implementation of the Local Control Funding Formula.

The 2016-17 Budget Overview is available on the LAO website at www.lao.ca.gov. The District can take no responsibility for the continued accuracy of this internet address or for the accuracy, completeness or timeliness of information posted therein, and such information is not incorporated herein by such reference.

Changes in State Budget. The final fiscal year 2016-17 State budget, which requires approval by a majority vote of each house of the State Legislature, may differ substantially from the Governor's budget proposal. Accordingly, the District cannot provide any assurances that there will not be any changes in the final fiscal year 2016-17 State budget from the 2016-17 Proposed State Budget. Additionally, the District cannot predict the impact that the final fiscal year 2016-17 State Budget, or subsequent budgets, will have on its finances and operations. The final fiscal year 2016-17 State Budget may be affected by national and State economic conditions and other factors which the District cannot predict.

Future Budgets and Budgetary Actions. The District cannot predict what future actions will be taken by the State Legislature and the Governor to address changing State revenues and expenditures or the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors beyond the District's ability to predict or control. Certain actions could result in a significant shortfall of revenue and cash, and could impair the State's ability to fund schools during fiscal year 2016-17 and in future fiscal years. Certain factors, like an economic recession, could result in State budget shortfalls in any fiscal year and could have a material adverse financial impact on the District. As the Bonds are payable from *ad valorem* property taxes, the State budget is not expected to have an impact on the payment of the Bonds.

Allocation of State Funding to School Districts; Local Control Funding Formula

Prior to the implementation of the Local Control Funding Formula in fiscal year 2013-14, under California Education Code Section 42238 and following, each school district was determined to have a target funding level: a "base revenue limit" per student multiplied by a district's student enrollment measured in units of A.D.A. The base revenue limit was calculated from a district's prior-year funding level, as adjusted for a number of factors, such as inflation, special or increased instructional needs and costs, employee retirement costs, especially low enrollment, increased pupil transportation costs, etc. Generally, the amount of State funding allocated to each school district, referred to as State "equalization aid," was the amount needed to reach that district's base revenue limit after taking into account certain other revenues, in particular, locally generated property taxes. To the extent local tax revenues increase due to growth in local property assessed valuation, the additional revenue is offset by a decline in the State's contribution; ultimately, a school district whose local property tax revenues exceeded its base revenue limit was entitled to receive no State equalization aid, and received only its special categorical aid, which is deemed to include the "basic aid" of \$120 per student per year guaranteed by Article IX, Section 6 of the Constitution. Such districts were known as "basic aid districts," which are now referred to as "community funded districts." School districts that received some equalization aid were commonly referred to as "revenue limit districts," which are now referred to as "LCFF districts." The District is an LCFF district.

Beginning in fiscal year 2013-14, the LCFF replaced the existing revenue limit funding system and most categorical programs, and distributes combined resources to school districts through a base revenue limit funding grant ("**Base Grant**") per unit of A.D.A. with additional supplemental funding allocated to local educational agencies based on their proportion of English language learners, students from low-income families and foster youth. The LCFF has an eight-year implementation program to incrementally close the gap between actual funding and the target level of funding, as described below. The LCFF includes the following components:

- A Base Grant for each local education agency, equivalent to \$7,643 per unit of A.D.A. in fiscal year 2013-14. Such Base Grant per unit of A.D.A., adjusted by grade span variation and to be adjusted annually for cost-of-living, is as follows: \$6,845 for grades K-3, \$6,947 for grades 4-6, \$7,154 for grades 7-8 and \$8,289 for grades 9-12. This amount includes an adjustment of 10.4% to the Base Grant to support lowering class sizes in grades K-3, and an adjustment of 2.6% to reflect the cost of operating career technical education programs in grades 9-12.
- A 20% supplemental grant for the unduplicated number of English language learners, students from low-income families and foster youth to reflect increased costs associated with educating those students.
- An additional concentration grant of up to 50% of a local education agency's Base Grant, based on the number of English language learners, students from low-income families and foster youth served by the local education agency that comprise more than 55% of enrollment.
- An Economic Recovery Target (the "ERT") that is intended to ensure that almost every local education agency receives at least their pre-recession funding level (i.e., the fiscal year 2007-08 revenue limit per unit of A.D.A.), adjusted for inflation, at full implementation of the LCFF. Upon full implementation, local education agencies would receive the greater of the Base Grant or the ERT.

Of the projected \$25 billion in new funding to be invested through the LCFF over the next eight years, the vast majority of new funding will be provided for Base Grants. Specifically, of every dollar invested through the LCFF, 84 cents will go to Base Grants, 10 cents will go to supplemental grants and 6 cents will go to concentration grants.

Under the new formula, for “basic aid districts” (now, “community funded districts”), local property tax revenues would be used to offset up to the entire allocation under the new formula. However, community funded districts would continue to receive the same level of State aid as allocated in fiscal year 2012-13.

Local Control Accountability Plans. A feature of the LCFF is a system of support and intervention for local educational agencies. School districts, county offices of education and charter schools are required to develop, implement and annually update a three-year local control and accountability plan (“**LCAP**”). Each LCAP must be developed with input from teachers, parents and the community, and should describe local goals as they pertain to eight areas identified as state priorities, including student achievement, parent engagement and school climate, as well as detail a course of action to attain those goals. Moreover, the LCAPs must be designed to align with the district’s budget to ensure adequate funding is allocated for the planned actions.

Each school district must submit its LCAP annually on or before July 1 for approval by its county superintendent. The county superintendent then has until August 15 to seek clarification regarding the contents of the LCAP, and the school district must respond in writing. The county superintendent can submit recommendations for amending the LCAP, and such recommendations must be considered, but are not mandatory. A school district’s LCAP must be approved by its county superintendent by October 8 of each year if such superintendent finds (i) the LCAP adheres to the State template, and (ii) the district’s budgeted expenditures are sufficient to implement the strategies outlined in the LCAP.

Performance evaluations are to be conducted to assess progress toward goals and guide future actions. County superintendents are expected to review and provide support to the school districts under their jurisdiction, while the State Superintendent of Public Instruction performs a corresponding role for county offices of education. The California Collaborative for Education Excellence (the “Collaborative”), a newly established body of educational specialists, was created to advise and assist local education agencies in achieving the goals identified in their LCAPs. For local education agencies that continue to struggle in meeting their goals, and when the Collaborative indicates that additional intervention is needed, the State Superintendent of Public Instruction would have authority to make changes to a local education agency’s LCAP.

Attendance. The following table sets forth the District’s actual A.D.A., and enrollment for fiscal years 2006-07 through 2012-13 for grades K-12. The A.D.A. and enrollment numbers reflected in the following table include special education but exclude charter school attendance.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Average Daily Attendance and Student Enrollment
Fiscal 2006-07 through 2012-13**

Year	Average Daily Attendance ⁽¹⁾	Enrollment
2006-07	45,198	45,673
2007-08	44,229	45,102
2008-09	44,023	44,468
2009-10	41,758	44,040
2010-11	41,653	44,238
2011-12	41,347	43,754
2012-13	41,131	43,426

⁽¹⁾ Average daily attendance for the second period of attendance, typically in mid-April of each school year.
Source: Sacramento City Unified School District.

Attendance and LCFF. The following table sets forth the District’s estimated and budgeted A.D.A., enrollment

(including percentage of students who are English language learners, from low-income families and/or foster youth (collectively, “EL/LI Students”), and targeted Base Grant per unit of A.D.A. for fiscal years 2014-15 and 2015-16, respectively. The A.D.A. and enrollment numbers reflected in the following table exclude special education, community day school, compulsory continuation education and charter school attendance.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Average Daily Attendance, Enrollment and Targeted Base Grant
Fiscal Years 2014-15 through 2015-16

Fiscal Year		A.D.A./Base Grant				Enrollment ⁽¹⁾		
		K-3	4-6	7-8	9-12	Total A.D.A.	Total Enrollment	Unduplicated Percentage of EL/LI Students
2014-15	A.D.A. ⁽²⁾	12,657	9,531	6,179	10,135	38,502	41,026	71.41%
	Targeted Base Grant ⁽³⁾	\$7,740	\$7,116	\$7,328	\$8,712	--	--	--
2015-16	A.D.A.	12,263	9,682	6,289	10,220	38,455	41,027	71.89%
	Targeted Base Grant ⁽³⁾ ⁽⁴⁾	7,820	7,189	7,403	8,801	--	--	--

⁽¹⁾ For fiscal year 2014-15, the percentage of unduplicated EL/LI Students enrollment is based on the two-year average of EL/LI Students enrollment in fiscal years 2013-14 and 2014-15. Beginning in fiscal year 2015-16, a school district’s percentage of unduplicated EL/LI Students will be based on a rolling average of such school district’s EL/LI Students enrollment for the then-current fiscal year and the two immediately preceding fiscal years.

⁽²⁾ A.D.A. for the second period of attendance, typically in mid-April of each school year. Prior year A.D.A. used for revenue calculations for districts with declining enrollment.

⁽³⁾ Such amounts represent the targeted amount of Base Grant per unit of A.D.A., and do not include any supplemental and concentration grants under the LCFF. Such amounts were not fully funded in fiscal year 2014-15 and are not expected to be fully funded in fiscal year 2015-16.

⁽⁴⁾ Targeted fiscal year 2015-16 Base Grant amounts reflect a 1.02% cost of living adjustment from targeted fiscal year 2014-15 Base Grant amounts. Figures represent projections.

Source: Sacramento City Unified School District

The District received approximately \$315.5 million in aggregate revenues allocated under the LCFF in fiscal year 2015-16, and projects to receive approximately \$347.1 million in aggregate revenues under the LCFF in fiscal year 2015-16 (or approximately 65.5% of its general fund revenues in fiscal year 2015-16). Such amount includes an estimated \$39.9 million in supplemental grants and \$23.4 million in concentration grants in fiscal year 2015-16.

Effect of Changes in Enrollment. Changes in local property tax income and A.D.A. affect LCFF districts and community funded districts differently.

In a LCFF district, increasing enrollment increases the total amount distributed under LCFF and thus generally increases a district’s entitlement to State aid, while increases in property taxes do nothing to increase district revenues, but only offset the State aid funding requirement. Operating costs typically increase disproportionately slower than enrollment growth until the point where additional teachers and classroom facilities are needed. Declining enrollment has the reverse effect on LCFF districts, generally resulting in a loss of State aid while operating costs typically decrease slowly until the district decides to lay off teachers, close schools, or initiate other cost-saving measures. Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, and public charter schools, inter-district transfers in or out, and other causes.

In community funded districts, the opposite is generally true: increasing enrollment increases the amount to which the district would be entitled were it a LCFF, but since all LCFF income (and more) is already generated by local property taxes, there is typically no increase in State income. New students impose increased operating costs,

but typically at a slower pace than enrollment growth, and the effect on the financial condition of a community funded district would depend on whether property tax growth keeps pace with enrollment growth. Declining enrollment typically does not reduce property tax income, and has a negligible impact on State aid, but eventually reduces operating costs, and thus can be financially beneficial to a community funded district.

Local Sources of Education Funding

The principal component of local revenues is a school district's property tax revenues, i.e., each district's share of the local 1% property tax, received pursuant to Sections 75 and following and Sections 95 and following of the State Revenue and Taxation Code. California Education Code Section 42238(h) itemizes the local revenues that are counted towards the amount allocated under the LCFF (and formerly, the base revenue limit) before calculating how much the State must provide in State aid. The more local property taxes a district receives, the less State aid it is entitled to receive. Prior to the implementation of the LCFF, a school district whose local property tax revenues exceeded its base revenue limit was entitled to receive no State aid, and received only its special categorical aid which is deemed to include the "basic aid" of \$120 per student per year guaranteed by Article IX, Section 6 of the Constitution. Such districts were known as "basic aid districts." School districts that received some State aid were commonly referred to as "revenue limit districts." The District was a revenue limit district and is now referred to as an LCFF district.

Under the LCFF, local property tax revenues are used to offset up to the entire State aid collection under the new formula; however, community funded districts would continue to receive the same level of State aid as allotted in fiscal year 2012-13. See "—Allocation of State Funding to School Districts: Local Control Funding Formula" herein for more information about the LCFF.

Local property tax revenues account for approximately 21.5% of the District's aggregate LCFF income, and are projected to be approximately \$74.5 million, or approximately 14.1% of total general fund revenue in fiscal year 2015-16. The County is a "Teeter Plan" county, which means that the District is made whole for any delinquencies in payment of property taxes by local property owners. See "SECURITY AND SOURCE OF PAYMENT FOR THE BONDS—Teeter Plan" in the first part of this Official Statement. For a discussion of legal limitations on the ability of the District to raise revenues through local property taxes, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS" herein.

Other District Revenues

Federal Revenues. The federal government provides funding for several District programs, including special education programs. Federal revenues, most of which are restricted, comprise approximately 8.8% (or approximately \$46.7 million) of the District's general fund projected revenues for fiscal year 2015-16.

Other State Revenues. In addition to State apportionments for Proposition 98 funding through the Local Control Funding Formula, the District receives other State revenues which comprise approximately 24.2% (or approximately \$128.3 million) of the District's general fund projected revenues for fiscal year 2015-16. A significant portion of such other State revenues are amounts the District expects to receive from State lottery funds, which may not be used for non-instructional purposes, such as the acquisition of real property, the construction of facilities, or the financing of research. School districts receive lottery funds proportional to their total A.D.A. The District's State lottery revenue is projected to be approximately \$6.6 million in fiscal year 2015-16, representing about 1.2% of general fund revenues.

Other Local Revenues. In addition to *ad valorem* property taxes, the District receives additional local revenues from items such as interest earnings and other local sources. Other local revenues comprise approximately 1.4% (or approximately \$7.5 million) of the District's general fund projected revenues for fiscal year 2015-16.

Significant Accounting Policies and Audited Financial Reports

The State Department of Education imposes by law uniform financial reporting and budgeting requirements for K-12 school districts. Financial transactions are accounted for in accordance with the Department of Education's California School Accounting Manual. This manual, according to Section 41010 of the Education Code, is to be

followed by all California school districts, including the District. Significant accounting policies followed by the District are explained in Note 1 to the District's audited financial statements for the fiscal year ended June 30, 2015, which are included as APPENDIX C.

Independently audited financial reports are prepared annually in conformity with generally accepted accounting principles for educational institutions. The annual audit report is generally available about six months after the June 30 close of each fiscal year. Crowe Horwath LLP, Sacramento, California, served as independent auditor to the District for fiscal year ended June 30, 2015. The District considers its audited financial statements to be public information, and accordingly no consent has been sought or obtained from the auditor in connection with the inclusion of such statements in this Official Statement. The auditor has neither audited nor reviewed this Official Statement. The auditor has made no representation in connection with inclusion of the audit herein that there has been no material change in the financial condition of the District since the audit was concluded. The District is required by law to adopt its audited financial statements following a public meeting to be conducted no later than January 31 following the close of each fiscal year.

The following table shows the statement of revenues, expenditures and changes in fund balances for the District's general fund for fiscal years 2011-12 through 2015-16.

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**Sacramento City Unified School District
General Fund
Revenues, Expenditures and Fund Balances
Fiscal Year 2011-12 through 2015-16**

	Fiscal Year 2011-12	Fiscal Year 2012-13	Fiscal Year 2013-14	Fiscal Year 2014-15	Fiscal Year 2015-16 ⁽¹⁾
REVENUES					
LCFF/Revenue Limit ⁽²⁾					
State Apportionment	\$165,358,995	\$167,285,273	\$233,388,541	\$253,388,065	\$281,545,845
Local Sources/Property Taxes	55,206,471	53,090,769	59,351,680	62,151,276	65,552,747
Total LCFF/Revenue Limit⁽²⁾	\$220,565,466	\$220,376,042	\$292,740,680	\$315,539,341	\$347,098,592
Federal Revenue	47,367,141	47,813,970	47,934,358	43,153,693	46,670,560
Other State Revenue	108,799,926	103,236,312	52,891,179	62,827,008	128,309,456
Other Local Revenue	13,173,587	8,470,354	12,249,399	11,130,531	7,463,189
Total Revenues	\$389,906,120	\$379,896,678	\$405,815,157	\$432,650,573	\$529,541,797
EXPENDITURES					
Certificated Salaries	\$170,919,753	\$160,051,515	\$159,772,198	\$165,315,040	\$180,615,117
Classified Salaries	52,722,192	48,975,962	49,708,213	51,468,603	55,443,181
Employee Benefits	110,321,022	101,434,551	106,058,973	134,164,354	144,406,211
Books and Supplies	12,506,975	10,711,932	12,645,150	14,881,152	21,290,539
Services, Other Operating Expenditures	55,661,409	59,986,078	55,459,661	57,364,014	61,463,028
Capital Outlay	3,877,564	569,142	331,829	2,576,920	55,214,173
Other (outgo)	23,414	34,041	235,930	240,854	(1,528,289)
Debt service	1,993,953	2,177,203	1,997,075	2,821,195	3,545,018
Total Expenditures	\$408,025,782	\$383,940,424	\$386,209,029	\$428,832,132	\$520,448,978
Excess (Deficiency) of Revenues Over Expenditures	(18,119,662)⁽³⁾	(4,043,746)	19,606,128	3,818,441	9,092,819.27
Other Financing Sources (Uses):					
Transfers in	\$4,734,799	\$2,274,988	\$3,550,271	3,007,486	\$1,386,880
Transfers Out	(17,890)	0	(1,071,304)	(3,762,319)	(3,305,661)
Proceeds from Obligations/Liabilities	116,824	64,608	-	226,249	-
Net Financing Sources (Uses)	\$4,833,733	\$2,339,596	\$2,478,967	\$(528,584)	\$(1,918,781)
NET CHANGE IN FUND BALANCES					
Fund Balance – Beginning	\$34,399,424	\$21,113,495	\$19,409,345	\$41,494,440	\$44,784,297
Fund Balance – Ending	\$21,113,495	\$19,409,345	\$41,494,440	\$44,784,297	\$51,958,336
Reserve for Economic Uncertainties ⁽⁴⁾	\$8,979,822	\$8,007,454	\$13,976,133	\$12,763,133	\$18,763,133

⁽¹⁾ Projected. Columns may not sum to totals due to rounding.

⁽²⁾ Revenue Limit for fiscal years 2011-12 through 2012-13. Local Control Funding Formula for fiscal year 2013-14, 2014-15 and 2015-16.

⁽³⁾ The decrease in fund balance represents planned carryover from the previous fiscal year of ARRA, Federal Education Jobs Funds and unrestricted funds to protect the District from anticipated mid-year trigger reductions

⁽⁴⁾ The District must maintain a two percent unrestricted general fund reserve for economic uncertainty.

Source: Audited Financial Reports for fiscal years 2011-12 through 2014-15; District's Second Interim Report, adopted March 17, 2016, for fiscal year 2015-16.

The following table shows the general fund balance sheets of the District for the fiscal years 2009-10 through 2014-15.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Summary of General Fund Balance Sheet
as of June 30, 2010, 2011, 2012, 2013, 2014, and 2015

	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12	Fiscal Year 2012-13	Fiscal Year 2013-14	Fiscal Year 2014-15
ASSETS						
Cash and Investments						
Cash in County Treasury	\$3,401,030	\$7,280,382	\$8,287,352	\$9,329,475	\$16,350,865	\$63,791,598
Cash on Hand and in Banks	-	-	-	510,691	404,609	584,514
Cash in Revolving Fund	225,000	225,000	225,000	225,000	225,000	225,000
Cash Awaiting Deposit	365,684	231,869	371,914	-	-	-
Deferred Compensation	6,503,281	7,622,667	8,185,424	2,424,401	-	-
Accounts Receivable	77,849,292	105,158,177	105,139,872	84,734,409	69,947,333	28,381,376
Prepaid Expenditures	10,450	26,601	2,254	55,686	31,329	38,549
Due from Other Funds	7,934,575	9,732,779	6,742,101	1,827,097	1,004,606	2,691,876
Stores Inventory	150,479	130,123	119,219	129,180	127,301	126,019
Total Assets	\$96,439,791	\$130,407,598	\$129,073,136	\$99,235,939	\$88,091,043	\$95,838,932
LIABILITIES AND FUND BALANCES						
Liabilities						
Accounts Payable	\$14,899,739	\$14,137,017	\$14,913,987	\$10,514,617	\$14,459,023	\$26,960,108
TRANs Payable	-	50,000,000	75,000,000	60,000,000	26,000,000	-
Deferred Compensation	6,503,281	7,622,667	8,185,424	2,424,401	-	-
Deferred revenue ⁽¹⁾	6,682,064	5,062,889	1,767,694	1,709,477	2,343,216	20,620,188
Due to other funds	43,994,116	19,185,601	8,092,536	5,178,099	3,794,364	3,474,339
Total Liabilities	\$72,079,200	\$96,008,174	\$107,959,641	\$79,826,594	\$46,596,603	\$51,054,635
FUND BALANCES						
Total Fund Balances	\$24,360,591	\$34,399,424	\$21,113,495	\$19,409,345	\$41,494,440	\$44,784,297
Total Liabilities and Fund Balances	\$96,439,791	\$130,407,598	\$129,073,136	\$99,235,939	\$88,091,043	\$95,838,932

⁽¹⁾ "Unearned revenue" in Audited Financial Report for fiscal year 2013-14 and 2014-15.

Source: District Audited Financial Report for fiscal years 2009-10 through 2014-15.

District Budget Process and County Review

State law requires school districts to adopt a balanced budget in each fiscal year. The State Department of Education imposes a uniform budgeting and accounting format for school districts. Under current law, a school district governing board must adopt and file with the county superintendent of schools a tentative budget by July 1 in each fiscal year. The District is under the jurisdiction of the Sacramento County Superintendent of Schools (the "County Superintendent").

The County Superintendent must review, conditionally approve or disapprove the budget no later than August 15. The County Superintendent is required to examine the adopted budget for compliance with the standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the budget into compliance with the established standards. If the budget is disapproved, it is returned to the District with recommendations for revision. The District is then required to revise the budget, hold a public hearing thereon, adopt the revised budget and file it with the County Superintendent no later than September 8. Pursuant to State law, the County Superintendent has available various remedies by which to impose and enforce a budget that

complies with State criteria, depending on the circumstances, if a budget is disapproved. After approval of an adopted budget, the school district's administration may submit budget revisions for governing board approval.

Subsequent to approval, the County Superintendent will monitor each district under its jurisdiction throughout the fiscal year pursuant to its adopted budget to determine on an ongoing basis if the district can meet its current or subsequent year financial obligations. If the County Superintendent determines that a district cannot meet its current or subsequent year obligations, the County Superintendent will notify the district's governing board of the determination and may then do either or both of the following: (a) assign a fiscal advisor to enable the district to meet those obligations or (b) if a study and recommendations are made and a district fails to take appropriate action to meet its financial obligations, the County Superintendent will so notify the State Superintendent of Public Instruction, and then may do any or all of the following for the remainder of the fiscal year: (i) request additional information regarding the district's budget and operations; (ii) after also consulting with the district's board, develop and impose revisions to the budget that will enable the district to meet its financial obligations; and (iii) stay or rescind any action inconsistent with such revisions. However, the County Superintendent may not abrogate any provision of a collective bargaining agreement that was entered into prior to the date upon which the County Superintendent assumed authority.

A State law adopted in 1991 ("AB 1200") imposed additional financial reporting requirements on school districts, and established guidelines for emergency State aid apportionments. Under the provisions of AB 1200, each school district is required to file interim certifications with the County Superintendent (on December 15, for the period ended October 31, and by mid-March for the period ended January 31) as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent fiscal year. The County Superintendent reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification is assigned to any school district that is deemed unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year. A qualified certification is assigned to any school district that may not meet its financial obligations for the current fiscal year or two subsequent fiscal years. A school district that receives a qualified or negative certification may not issue tax and revenue anticipation notes or certificates of participation without approval by the County Superintendent in that fiscal year or in the net succeeding year. The District self-certified with the County Office of Education a positive certification for the first and second interim reports for fiscal year 2015-16.

The following table summarizes the District's adopted general fund budget for fiscal year 2015-16.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
General Fund Budget for Fiscal Year 2015-16**

	2015-16 Original Adopted Budget	2015-16 First Interim Report	2015-16 Second Interim Report
REVENUES			
Revenue Limit Sources	\$342,665,973	\$341,614,115	\$347,098,592
Federal Revenues	46,049,160	46,498,046	46,670,560
Other State Revenues	72,623,286	131,255,303	128,309,456
Other Local Revenues	4,971,283	5,358,046	7,463,189
TOTAL REVENUES	\$466,309,702	\$524,725,510	\$529,541,797
EXPENDITURES			
Salaries:			
Certificated Salaries	\$180,256,996	\$181,838,985	\$180,615,117
Classified Salaries	56,364,488	56,011,357	55,443,181
Employee Benefits	136,353,240	146,070,425	144,406,211
Books and Supplies	20,753,430	21,730,160	21,290,539
Services and Other Operating Expenditures	57,885,645	59,823,420	61,463,028
Capital Outlay	15,168,979	58,198,314	55,214,173
Other Outgo (Transfers of Direct Costs)	(1,527,141)	(1,526,885)	(1,528,289)
Other Outgo (excluding Transfers of Direct Costs)	3,545,018	3,545,018	3,545,018
TOTAL EXPENDITURES	\$468,800,655	\$525,690,792	\$520,448,979
OTHER FINANCING SOURCES (USES)			
Operating Transfers In	\$1,386,880	\$1,386,880	\$1,386,880
Operating Transfers Out	1,730,000	2,181,817	3,305,661
TOTAL OTHER FINANCING SOURCES (USES)	\$(343,120)	\$(794,937)	\$(1,918,781)
NET INCREASE (DECREASE) IN FUND BALANCE	(2,834,073)	(1,760,219)	7,174,038
GENERAL FUND BALANCE JUNE 30 PRIOR YEAR ENDING FUND BALANCE JUNE 30	\$30,288,206	\$44,784,297	\$44,784,297
	\$27,454,133	\$43,024,077	\$51,958,336

Source: Sacramento City Unified School District Original Adopted Budget, First Interim Report for fiscal year 2015-16, and Second Interim Report for fiscal year 2015-16.

District Debt Structure

Tax and Revenue Anticipation Notes. To address predictable annual cash flow deficits resulting from the different timing of revenues and expenditures, the District has issued tax and revenue anticipation notes in recent years as shown in the table below. The District's notes are a general obligation of the District, payable from the District's general fund and any other lawfully available moneys. The District does not expect to issue a Tax and Revenue Anticipation Note in fiscal year 2015-16.

<u>Issuance Date</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>Due Date</u>
12/01/05	\$25,000,000	4.50%	3.150%	12/01/06
12/14/06	24,475,000	4.00	3.300	12/14/07
11/28/07	30,000,000	3.75	3.270	11/28/08
05/01/11	50,000,000	2.25	1.875	11/02/11
04/05/12	75,000,000	2.00	0.480	10/01/12
04/09/13	60,000,000	1.00	0.250	09/26/13
05/22/14	26,000,000	1.00	0.111	09/30/14

General Obligation Bonds. On October 19, 1999, voters in the District approved by a two-thirds vote a bond measure authorizing the District to issue \$195,000,000 in general obligation bonds, known locally as "Measure E" bonds. The District sold \$50,000,000 of the Measure E bonds on February 10, 2000, \$45,000,000 of the Measure E bonds on March 27, 2001, \$45,000,000 of the Measure E bonds on May 7, 2002, and \$55,000,000 of the Measure E bonds on August 1, 2004. There is no remaining unissued authorization under Measure E.

On November 5, 2002, voters in the District approved by 55% or more a bond measure authorizing the District to issue \$225,000,000 in general obligation bonds, known locally as "Measure I" bonds. The District sold \$80,000,000 of the Measure I bonds on March 1, 2003, \$80,000,000 of the Measure I bonds on July 1, 2005, and \$64,997,966 of the Measure I bonds on November 14, 2007. The District refunded a portion of the Series 2005 and Series 2007 bonds with the issuance of its 2015 General Obligation Refunding Bonds on January 28, 2015. All of the Measure I Bonds have been issued. A portion of the General Obligation Bonds (Election of 2002) Series 2005, and the General Obligation Bonds (Election of 2002) Series 2007, remain outstanding.

On November 6, 2012, voters in the District approved by 55% or more two bond measures known locally as "Measure Q" bonds and "Measure R" bonds. Measure Q authorizes the District to issue \$346,000,000 in general obligation bonds. Measure R authorizes the District to issue \$68,000,000 in general obligation bonds. \$132,900,000 of the Measure Q bonds and \$27,100,000 of the Measure R bonds have been issued, without regard to the Bonds. All remain outstanding. Prior to the issuance of the Bonds, \$233,100,000 of the Measure Q bonds and \$40,900,000 of the Measure R bonds remain unissued.

The District's outstanding general obligation bonds as of May 1, 2016 are summarized in the table below. Approximately \$418,237,966 of the District's general obligation bonds remain outstanding, not including the Bonds.

<u>Issue Name</u>	<u>Issuance Date</u>	<u>Original Principal Amount</u>	<u>Amount Outstan ding</u>	<u>Interest Rate</u>	<u>Maturity Dates</u>
2011 Refunding Bonds	06/30/2011	\$79,585,000	\$64,405,000	2.00-5.50%	2016-2029
2012 Refunding Bonds	06/14/2012	113,245,000	103,345,000	4.00-5.25	2016-2026
2002 Series 2007	11/14/2007	64,997,966	30,457,966	4.55-5.00	2015-2032
2013 Series A	07/16/2013	30,000,000	13,090,000	2.00-5.25	2015-2025
2013 Series B	07/16/2013	40,000,000	40,000,000	5.65	2038
2014 Refunding Bonds	01/15/2014	44,535,000	44,365,000	3.00-5.00	2015-2027
2015 Refunding Bonds	01/28/2015	32,740,000	32,575,000	5.00	2015-2030
2015 Series C-1	06/04/2015	66,260,000	66,260,000	2.00-5.00	2018-2040
2015 Series C-2	06/04/2015	23,740,000	23,740,000	0.70-1.20	2016-2017

Voter-approved bonds and bonds issued to refund such bonds are payable from a special *ad valorem* property tax authorized to be levied by the County as necessary to repay the amounts coming due in each year. See the table above for a description of principal and interest owed on all bonds outstanding.

Pension Obligations. In June 2000, the District entered into a joint exercise of powers agreement with the Yolo County Office of Education to form the California Administrative Services Authority (“**CASA**”). See “—CASA Pension Program and Pension Program Revenue Bonds” below. In 2002, CASA issued \$6,295,000 of its California Administrative Services Authority 2002 Revenue Bonds (Sacramento City Unified School District Pension Financing) (the “**CASA Bonds**”). CASA loaned a portion of the proceeds of the CASA Bonds to the District under a Loan Agreement (the “**Loan Agreement**”), dated as of January 1, 2002, between the Authority and the District. Approximately \$0.62 million remains for the District to pay under the Loan Agreement. The final payment is due January 1, 2017.

Certificates of Participation. On April 18, 2001, Certificates of Participation (“**COPs**”) of \$43,580,000 were issued with fixed interest rates ranging from 4.1% to 5.0% maturing on March 1, 2031, for the advance refunding of Series 1999C COPs (with a remaining principal obligation of \$29,590,000) and to provide additional capital for construction projects. With the payment of \$30,000,000 to the Escrow Agent to advance refund and defease the District’s 1999C COPs, the 1999C COPs are considered to be defeased, and the obligations have been removed from the District’s financial statements.

On July 11, 2002, the District issued \$58,000,000 of Variable Rate COPs for the advance refunding of 1998 Series A COPs (with a remaining principal amount of \$13,750,000) and 1999 Series D COPs (with a remaining obligation of \$15,480,000) and to provide additional capital for construction projects. With the payment of \$29,230,000 to the Escrow Agent to advance refund and defease the District’s 1998 Series A COPs and the 1999 Series D COPs, the District’s 1998 Series A COPs and the 1999 Series D COPs are considered to be defeased. The 2002 Variable Rate COPs were remarketed on March 14, 2011 in the aggregate principal amount of \$48,020,000. Interest on these Variable Rate COPs was based on the SIFMA Term Floater Rate, determined by a remarketing agent.

On January 16, 2014, \$44,825,000 of Lease Revenue Refunding Bonds, 2014 Series A were issued by the Sacramento City Schools Joint Powers Financing Authority (the “**Authority**”), simultaneously with \$29,460,000 of Lease Revenue Refunding Bonds, 2014 Series B, issued by the Authority by private placement (collectively, the “**Lease Revenue Bonds**”), to prepay all outstanding 2001 COPs and to purchase all outstanding 2002 Variable Rate COPs on March 1, 2014, the date that the SIFMA Term Floater Rate Mode was scheduled to expire and the date the 2002 Variable Rate COPs became subject to mandatory tender (the “**Mandatory Tender Date**”). The District purchased all outstanding 2002 Variable Rate COPs on the Mandatory Tender Date with a portion of the proceeds of the Lease Revenue Bonds. The final maturity date for the Lease Revenue Bonds is March 1, 2040. The minimum base rental payment is \$3,147,750 in 2039 and the maximum base rental payment is \$5,529,383 in 2028.

The following table sets forth the annual debt service schedule for the Lease Revenue Bonds.

**Sacramento City Schools Joint Powers Financing Authority
Lease Revenue Refunding Bonds, 2014 Series A and Series B
Annual Debt Service**

Period Ending	Principal	Interest	Total
3/1/2017	\$2,265,000.00	\$3,202,604.00	\$5,467,604.00
3/1/2018	2,355,000.00	3,111,824.00	5,466,824.00
3/1/2019	2,445,000.00	3,017,444.00	5,462,444.00
3/1/2020	2,570,000.00	2,897,014.00	5,467,014.00
3/1/2021	2,695,000.00	2,770,334.00	5,465,334.00
3/1/2022	2,825,000.00	2,637,404.00	5,462,404.00
3/1/2023	2,970,000.00	2,497,974.00	5,467,974.00
3/1/2024	3,115,000.00	2,351,294.00	5,466,294.00
3/1/2025	3,265,000.00	2,197,364.00	5,462,364.00
3/1/2026	3,450,000.00	2,036,298.00	5,486,298.00
3/1/2027	3,635,000.00	1,893,054.50	5,528,054.50
3/1/2028	3,785,000.00	1,744,383.00	5,529,383.00
3/1/2029	3,935,000.00	1,589,576.50	5,524,576.50
3/1/2030	4,100,000.00	1,428,635.00	5,528,635.00
3/1/2031	4,265,000.00	1,260,945.00	5,525,945.00
3/1/2032	2,100,000.00	1,086,506.50	3,186,506.50
3/1/2033	2,185,000.00	1,000,616.50	3,185,616.50
3/1/2034	2,240,000.00	911,250.00	3,151,250.00
3/1/2035	2,350,000.00	799,250.00	3,149,250.00
3/1/2036	2,470,000.00	681,750.00	3,151,750.00
3/1/2037	2,590,000.00	558,250.00	3,148,250.00
3/1/2038	2,720,000.00	428,750.00	3,148,750.00
3/1/2039	2,855,000.00	292,750.00	3,147,750.00
3/1/2040	3,000,000.00	150,000.00	3,150,000.00
Total	\$70,185,000.00	\$40,545,271.00	\$110,730,271.00

Special Tax Bonds. In January 1992, the District established the Community Facilities District No. 2 (“**CFD No. 2**”) for the purpose of financing new and improved school facilities for students generated by new development within the District. Parcels annexed into CFD No. 2 are assessed a special tax, the proceeds of which are to be used directly for expenditures associated with the authorized purposes of CFD No. 2 or to pay the principal of and interest on bonds issued by the District through CFD No. 2. The special tax, the collection of which must be authorized annually, is due upon the issuance of a parcel’s building permit, and in no case shall continue beyond 30 years. As of the date hereof, no bonds have been issued by CFD No. 2.

Other Post-Employment Benefits. In addition to the pension benefits described above, the District provides post-employment health benefits for eligible employees who retire early and certain of their dependents. The amount and length of these benefits depends on a variety of factors, including age at retirement, length of service, and status as a certificated, classified or management employee.

Beginning in fiscal year 2008-09, the District was required to implement Governmental Accounting Standards Board Statement No. 45 (“**GASB 45**”) which directs certain changes in accounting for post-employment healthcare benefits (“**OPEB**”) in order to quantify a government agency’s current liability for future benefit payments. GASB 45 is directed at quantifying and disclosing OPEB obligations, and does not impose any requirement on public agencies to fund such obligations. On July 18, 2014, Bickmore Risk Management Services completed an evaluation of the District’s obligations as of July 1, 2013.

The report calculates the value of all future benefits already earned by current retirees and current employees, known as the “actuarial accrued liability” (“**AAL**”). As of July 1, 2013 the most recent actuarial valuation date, the District had an actuarial accrued liability of approximately \$615.2 million for 3,476 current retirees and beneficiaries and 4,006 additional future participants. For fiscal year 2015-16, the report calculates the

AAL to be \$664.9 million. The AAL is an actuarial estimate that depends on a variety of assumptions about future events such as health care costs and beneficiary mortality. Every year, active employees earn additional future benefits, an amount known as the “normal cost”, which is added to the AAL. The report estimated the normal cost at approximately \$17.6 million as of July 1, 2013 and approximately \$18.7 million for the fiscal year beginning June 1, 2015. To the extent that the District has not set aside moneys in an OPEB trust with which to pay these accrued and accruing future liabilities, there is an *unfunded* actuarial accrued liability (“**UAAL**”). As of July 1, 2013, the report calculated the District’s UAAL to be approximately \$611.4 million. The District currently funds the costs of retiree benefits on a pay-as-you-go basis.

The annual required contribution (“**ARC**”) is the amount required if the District were to fund each year’s normal cost plus an annual amortization of the unfunded actuarial accrued liability, assuming the UAAL will be fully funded over a 30-year period. If the amount budgeted and funded in any year is less than the ARC, the difference reflects the amount by which the UAAL is growing. For the fiscal year ending June 30, 2016, the ARC was determined to be approximately \$54.5 million.

In 2014-15, the District funded \$17.0 million in pay-as-you-go expenditures. The District’s fiscal year 2015-16 projected pay-as-you-go expenditure for post-retirement benefits is \$20.0 million.

The District contributed funds to the California Employers’ Retiree Benefit Trust (the “**CERBT**”) in the total recognized value of approximately \$244,100 as of fiscal year ending June 30, 2014 and \$10.3 million in fiscal year 2014-15. Any additional assets contributed to the CERBT will be applied to offset the AAL and decrease the UAAL as of the District’s next valuation report. The District expects to contribute approximately \$6.5 million to the trust in fiscal year 2015-16.

Capital Lease. The District leases office equipment, computers and buses under long-term lease purchase agreements, payable from the general fund of the District. In accordance with generally accepted accounting principles, the District capitalizes these lease purchase agreements within the General Long-Term Debt Account Group. As of June 30, 2015, the schedule of future minimum lease payments was as follows:

<u>Year Ending June 30</u>	<u>Capital Lease Payments</u>
2016	\$50,263
2017	50,263
2018	50,263
2019	30,393
2020	4,105
	<hr/>
Total Payments	\$185,287
Less: Interest Portion	(13,612)
	<hr/>
Net Minimum Lease Payments	\$171,675

Labor Relations

The District employs 2,077 full-time-equivalent (“**FTE**”) certificated (non-management) employees, 1,174 FTE classified employees, and 244 FTE management and supervisory/other employees. District employees are represented by employee bargaining units as shown in the following table:

**Sacramento City Unified School District
Labor Organizations**

<u>Labor Organization</u>	<u>FTE Employees Represented⁽¹⁾</u>	<u>Contract Expiration</u>
Sacramento City Teacher’s Association	2,029	June 30, 2016
Service Employees International Union	1,059	June 30, 2017
United Professional Educators	132	June 30, 2016
Teamsters	70	June 30, 2017
Classified Supervisors Association	10	June 30, 2017
Total	3,300	

⁽¹⁾ Excluding vacancies.

Source: Sacramento City Unified School District

[In 2014, the Sacramento City Teacher’s Association (SCTA) filed an action against the District alleging that the District altered its members’ benefits unilaterally. The District cannot predict what effect this may have, if any, on the District’s budget or operations.]

Retirement Benefits

CalSTRS. The District participates in the State Teachers’ Retirement System (“**CalSTRS**”) for all full-time and some part-time certificated employees. Contributions to CalSTRS are fixed in statute. In fiscal year 2013-14, teachers contributed 8% of salary to CalSTRS, while school districts contributed 8.25%. In addition to the teacher and school contributions, the State contributed 4.517% of teacher payroll to CalSTRS (calculated on payroll data from two fiscal years ago). Unlike typical defined benefit programs, however, neither the CalSTRS employer nor the State contribution rate varies annually to make up funding shortfalls or assess credits for actuarial surpluses. The State does pay a surcharge when the teacher and school district contributions are not sufficient to fully fund the basic defined benefit pension (generally consisting of 2% of salary for each year of service at age 60 referred to herein as “pre-enhancement benefits”) within a 30-year period. However, this surcharge does not apply to systemwide unfunded liability resulting from recent benefit enhancements.

As of June 30, 2014, an actuarial valuation (the “2014 CalSTRS Actuarial Valuation”) for the entire CalSTRS defined benefit program showed an estimated unfunded actuarial liability of \$72.7 billion, a decrease of approximately \$949 million from the June 30, 2013 valuation. The funded ratios of the actuarial value of valuation assets over the actuarial accrued liabilities as of June 30, 2014, June 30, 2013 and June 30, 2012, based on the actuarial assumptions, were approximately 68.5%, 66.9% and 67.0%, respectively. Future estimates of the actuarial unfunded liability may change due to market performance, legislative actions and other experience that may differ from the actuarial assumptions used for the CalSTRS valuation. The following are certain of the actuarial assumptions set forth in the 2014 CalSTRS Actuarial Valuation: measurement of accruing costs by the “Entry Age Normal Actuarial Cost Method,” 7.50% investment rate of return, 4.50% interest on member accounts, 3.75% projected wage growth, and 3.00% projected inflation. The 2014 CalSTRS Actuarial Valuation also assumes that all members hired on or after January 1, 2013 are subject to the provisions of PEPRA (as defined herein). See “–California’s Public Employees’ Pension Reform Act of 2013” below for a discussion of the pension reform measure signed by the Governor in August 2012 expected to help reduce future pension obligations of public employers with respect to employees hired on or after January 1, 2013. Future estimates of the actuarial unfunded liability may change due to market performance, legislative actions, changes in actuarial assumptions and other experiences that may differ from the actuarial assumptions.

As indicated above, there was no required contribution from teachers, schools districts or the State to fund the unfunded actuarial liability for the CalSTRS defined benefit program and only the State legislature can change contribution rates. The 2014 CalSTRS Actuarial Valuation noted that, as of June 30, 2014, the contribution rate, inclusive of contributions from the teachers, the school districts and the State, was equivalent to 32.338% over the next 30 years.

As part of the 2014-15 State Budget, the Governor signed Assembly Bill 1469 which implements a new funding strategy for CalSTRS, increasing the employer contribution rate in fiscal year 2014-15 from 8.25% to 8.88% of covered payroll. Such rate would increase by 1.85% beginning in fiscal year 2015-16 until the employer contribution rate is 19.10% of covered payroll as further described below. Teacher contributions will also increase from 8.00% to a total of 10.25% of pay, phased in over the next three years. The State’s total contribution will also increase from approximately 3% in fiscal year 2013-14 to 6.30% of payroll in fiscal year 2016-17, plus the continued payment of 2.5% of payroll annual for a supplemental inflation protection program for a total of 8.80%. In addition, AB 1469 provides the State Teachers Retirement Board with authority to modify the percentages paid by employers and employees for fiscal year 2021-22 and each fiscal year thereafter to eliminate the CalSTRS unfunded liability by June 30, 2046. The State Teachers Retirement Board would also have authority to reduce employer and State contributions if they are no longer necessary.

Pursuant to Assembly Bill 1469, school district’s contribution rates will increase in accordance with the following schedule:

Effective Date (July 1)	School District Contribution Rate
2016	12.58%
2017	14.43
2018	16.28
2019	18.13
2020	19.10

Source: Assembly Bill 1469.

The District’s employer contribution to CalSTRS from the general fund for fiscal years 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15 were \$15,323,790, \$14,823,475, \$14,075,308, \$14,021,893, and \$15,447,858 respectively. The District projects employer contributions to CalSTRS of approximately \$30.0 million for fiscal year 2015-16. With the implementation of AB 1469, the District anticipates that its contributions to CalSTRS will increase in future fiscal years as compared to prior fiscal years.

CalSTRS produces a comprehensive annual financial report and actuarial valuations which include financial statements and required supplementary information. Copies of the CalSTRS comprehensive annual financial report and actuarial valuations may be obtained from CalSTRS. The information presented in these reports is not incorporated by reference in this Official Statement.

CalPERS. The District also participates in the California Public Employees’ Retirement System (“CalPERS”) for all full-time and some part-time classified employees. Classified school personnel who are employed four or more hours per day may participate in CalPERS. All qualifying classified employees of K-12 school districts in the State are members in CalPERS, and all of such districts participate in the same plan. As such, all such districts share the same contribution rate in each year. However, unlike school districts’ participating in CalSTRS, the school districts’ contributions to CalPERS fluctuate each year and include a normal cost component and a component equal to an amortized amount of the unfunded liability. Accordingly, the District cannot provide any assurances that the District’s required contributions to CalPERS will not significantly increase in the future above current levels.

According to the CalPERS Schools Pool Actuarial Valuation as of June 30, 2014, the CalPERS Schools plan had a funded ratio of 86.6% on a market value of assets basis. The funded ratio as of June 30, 2013, June 30, 2012, June 30, 2011, June 30, 2010 and June 30, 2009 was 80.5%, 75.5%, 78.7%, 69.5% and 65.0%, respectively. According to the actuarial valuation as of June 30, 2014, the latest increase in the funded ratio was mainly due to the investment return for 2013-14 being greater than expected. On April 17, 2013, the CalPERS Board of Administration approved a recommendation changing the CalPERS amortization and smoothing policies. Effective with the June 30, 2014 valuation, CalPERS no longer uses an actuarial value of assets and employs a new amortization and rate smoothing policy that will spread rate increases or decreases over a five-year period, and amortizes all experience gains and losses over a fixed 30-year period. Such changes are expected to increase

contribution rates in the near term but lower contribution rates in the long term.

In 2014, the CalPERS Board of Administration completed a two-year asset liability management study incorporating actuarial assumptions and strategic asset allocation, and adopted changes to the current asset allocation that will reduce the expected volatility of returns. The adopted asset allocation is expected to have a long-term blended return that continues to support a discount rate assumption of 7.5%. In February of 2014, the CalPERS Board of Administration adopted new actuarial demographic assumptions that take into account greater life expectancies of public employees. Such assumptions are expected to increase costs for the State and public agency employers (including school districts), which costs will be amortized over 20 years and phased in over three years beginning in fiscal year 2014-15 for the State and amortized over 20 years and phased in over five years beginning in fiscal year 2016-17 for the employers. CalPERS estimates that the new demographic assumptions could cost public agency employers up to 9% of payroll for safety employees and up to 5% of payroll for miscellaneous employees at the end of the five year phase-in period. To the extent, however, that future experiences differ from CalPERS' current assumptions, the required employer contributions may vary.

The District is required to contribute toward CalPERS, at a State-determined percentage of CalPERS-eligible salaries. For fiscal year 2015-16, the contribution percentage is 11.847%. The District's total general fund employer contributions to CalPERS for fiscal years 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15 were \$6,411,937, \$6,640,921, \$6,381,013, \$6,471,351, and \$6,954,207 respectively. The District projects employer contributions to CalPERS of approximately \$6.4 million for fiscal year 2015-16. With the change in actuarial assumptions described above, the District anticipates that its contributions to CalPERS will increase in future fiscal years as the increased costs are phased in. The implementation of PEPRA (see "California Public Employees' Pension Reform Act of 2013" below), however, is expected to help reduce certain future pension obligations of public employers with respect to employees hired on or after January 1, 2013. The District cannot predict the impact these changes will have on its contributions to CalPERS in future years.

CalPERS produces a comprehensive annual financial report and actuarial valuations that include financial statements and required supplementary information. Copies of the CalPERS comprehensive annual financial report and actuarial valuations may be obtained from CalPERS Financial Services Division. The information presented in these reports is not incorporated by reference in this Official Statement.

California Public Employees' Pension Reform Act of 2013. The Governor signed the California Public Employee's Pension Reform Act of 2013 (the "**Reform Act**" or "**PEPRA**") into law on September 12, 2012. The Reform Act affects both CalSTRS and CalPERS, most substantially as they relate to new employees hired after January 1, 2013 (the "**Implementation Date**"). As it pertains to CalSTRS participants hired after the Implementation Date, the Reform Act changes the normal retirement age, increasing the eligibility for the 2% "age factor" (the percent of final compensation to which an employee is entitled to for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. For non-safety CalPERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and also increases the eligibility requirement for the maximum age factor of 2.5% to age 67.

The Reform Act also implements certain other changes to CalPERS and CalSTRS including the following:

- (a) all new participants enrolled in CalPERS and CalSTRS after the Implementation Date are required to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary,
- (b) CalSTRS and CalPERS are both required to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (currently 12 months for CalSTRS members who retire with 25 years of service), and
- (c) "pensionable compensation" is capped for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution and benefit base for members participating in Social Security or 120% for CalSTRS and CalPERS members not participating in social security.

The District is unable to predict what the amount of State pension liabilities will be in the future, or the amount of the contributions which the District may be required to make (except as already announced). CalSTRS

and CalPERS are more fully described in Note 9 to the District's financial statements attached hereto as APPENDIX C – "FINANCIAL STATEMENTS OF THE DISTRICT FOR THE FISCAL YEAR ENDED JUNE 30, 2015."

GASB 67 and 68. In June 2012, the Governmental Accounting Standards Board approved a pair of related statements, GASB 67, Financial Reporting for Pension Plans ("**GASB 67**"), which addresses financial reporting for pension plans, and GASB 68, Accounting and Financial Reporting for Pensions ("**GASB 68**"), which establishes new accounting and financial reporting requirements for governments that provide their employees with pensions. The guidance contained in these statements will change how governments calculate and report the costs and obligations associated with pensions. GASB 67 replaces the current requirements of GASB 25, Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans, for most public employee pension plans, and GASB 68 replaces the current requirements of GASB 27, Accounting for Pensions by State and Local Governmental Employers, for most government employers. The new statements also replace the requirements of GASB 50, Pension Disclosures, for those governments and pension plans. Certain of the major changes include: (i) the inclusion of unfunded pension liabilities on the government's balance sheet (such unfunded liabilities are currently typically included as notes to the government's financial statements); (ii) full pension costs would be shown as expenses regardless of actual contribution levels; (iii) lower actuarial discount rates would be required to be used for most plans for certain purposes of the financial statements, resulting in increased liabilities and pension expenses; and (iv) shorter amortization periods for unfunded liabilities would be required to be used for certain purposes of the financial statements, which generally would increase pension expenses. GASB 67 took effect in fiscal years beginning after June 15, 2013, and GASB 68 took effect in fiscal years beginning after June 15, 2014.

Accrued Vacation. The long-term portion of accumulated and unpaid employee vacation for the District as of June 30, 2015, was \$7.8 million.

Restricted Maintenance Reserve Account

As a condition to receiving State modernization or construction funds, the District has agreed to fund a restricted maintenance reserve account in the general fund each year for 20 years of at least 3% of its general fund budget. For fiscal year 2015-16, the District funded a maintenance reserve contribution of approximately \$[] million or []% of the general fund expenditures.

Insurance, Risk Pooling and Joint Powers Arrangement

The District is a member of the Schools Insurance Authority (the "**SIA**"), a Joint Powers Authority (a "**JPA**") which operates as a common risk management and insurance program for property and liability coverage. In June 2004, the Board of Education terminated its relationship with CASA, also a JPA. CASA was intended to offer an alternative retirement system for certain District personnel.

The District is also a member of the California Schools Vision Coalition and the California Schools Dental Coalition.

CASA Pension Program and Pension Program Revenue Bonds

Formation of CASA and the Pension System. In June 2000, the District entered into a joint exercise of powers agreement with the Yolo County Office of Education to form CASA, a State "joint powers authority," in order to provide administrative services to its members and to offer an alternative retirement system to replace CalPERS and Social Security for certain electing District classified personnel. See "Retirement Benefits" above. In order to participate in the CASA retirement system, District employees took a leave of absence from the District to become employed by CASA, and were contracted back to the District to work in their old positions and functions. Under applicable laws, so long as a public employer offers an acceptable alternative to, and does not participate in, CalPERS and Social Security, neither the employer nor its employees are required to contribute to those systems. By recapturing the Social Security contributions, CASA expected to be able to afford enhanced retirement benefits compared to CalPERS, and thus to attract and retain highly qualified staff for the District.

On April 1, 2004, the Board notified CASA that it intended to terminate the District's Operating Agreement under which CASA provided staff services to the District, effectively returning those employees to District employment as of July 1, 2004. The District no longer has any employees working for or through CASA.

Since July 1, 2004, the District has resumed making ordinary contributions to CalPERS and Social Security for its former CASA employees. In a settlement agreement with CalPERS reached in January 2007, the District has also agreed to enroll former CASA employees retroactively into CalPERS for the time they were employed by CASA. The retroactive adjustments have been completed and payment to CALPERS for the additional service credit has been made.

Charter Schools

Charter schools operate as autonomous public schools, under charter from a school district, county office of education, or the State Board of Education, with minimal supervision by the local school district. Charter schools receive revenues from the State and from the District for each student enrolled, and thus effectively reduce revenues available for students enrolled in District schools. The District is also required to accommodate charter school students originating in the District in facilities comparable to those provided to regular District students.

Thirteen charter high schools currently operate in the District's boundaries, four of which are dependent and nine of which are directly funded. One dependent charter elementary school also operates in the District's boundaries. For the directly-funded schools, the District pays revenue in lieu of property taxes up to the LCFF amount for charter students originating within the District. For fiscal year 2015-16, the District expects to make in-lieu payments in an amount equal to approximately \$8.9 million.

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS

Limitations on Revenues

On June 6, 1978, California voters approved Proposition 13 ("**Proposition 13**"), which added Article XIII A to the State Constitution ("**Article XIII A**"). Article XIII A limits the amount of any *ad valorem* tax on real property to 1% of the full cash value thereof, except that additional *ad valorem* taxes may be levied to pay debt service on (i) indebtedness approved by the voters prior to July 1, 1978, (ii) bonded indebtedness for the acquisition or improvement of real property which has been approved on or after July 1, 1978 by two-thirds of the voters on such indebtedness, and (iii) bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% of the voters of the district, but only if certain accountability measures are included in the proposition. The Measure Q authorization under which the Bonds are issued was approved pursuant to clause (iii). Article XIII A defines full cash value to mean "the county assessor's valuation of real property as shown on the 1975-76 tax bill under full cash value, or thereafter, the appraised value of real property when purchased, newly constructed, or a change in ownership have occurred after the 1975 assessment." This full cash value may be increased at a rate not to exceed 2% per year to account for inflation.

Article XIII A has subsequently been amended to permit reduction of the "full cash value" base in the event of declining property values caused by damage, destruction or other factors, to provide that there would be no increase in the "full cash value" base in the event of reconstruction of property damaged or destroyed in a disaster and in other minor or technical ways.

County of Orange v. Orange County Assessment Appeals Board No. 3. Section 51 of the Revenue and Taxation Code permits county assessors who have reduced the assessed valuation of a property as a result of natural disasters, economic downturns or other factors, to subsequently "recapture" such value (up to the pre-decline value of the property) at an annual rate higher than 2%, depending on the assessor's measure of the restoration of value of the damaged property. The constitutionality of this procedure was challenged in a lawsuit brought in 2001 in the Orange County Superior Court, and in similar lawsuits brought in other counties, on the basis that the decrease in assessed value creates a new "base year value" for purposes of Proposition 13 and that subsequent increases in the assessed value of a property by more than 2% in a single year violate Article XIII A. On appeal, the California Court of Appeal upheld the recapture practice in 2004, and the State Supreme Court declined to review the ruling, leaving the recapture law in place.

Legislation Implementing Article XIII A. Legislation has been enacted and amended a number of times

since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1989.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the 2% annual adjustment are allocated among the various jurisdictions in the “taxing area” based upon their respective “situs.” Any such allocation made to a local agency continues as part of its allocation in future years.

Beginning in the 1981-82 fiscal year, assessors in the State no longer record property values on tax rolls at the assessed value of 25% of market value which was expressed as \$4 per \$100 assessed value. All taxable property is now shown at full market value on the tax rolls. Consequently, the tax rate is expressed as \$1 per \$100 of taxable value. All taxable property value included in this Official Statement is shown at 100% of market value (unless noted differently) and all tax rates reflect the \$1 per \$100 of taxable value.

Article XIII B of the California Constitution

An initiative to amend the State Constitution entitled “Limitation of Government Appropriations” was approved on September 6, 1979, thereby adding Article XIII B to the State Constitution (“**Article XIII B**”). Under Article XIII B state and local governmental entities have an annual “appropriations limit” and are not permitted to spend certain moneys which are called “appropriations subject to limitation” (consisting of tax revenues, state subventions and certain other funds) in an amount higher than the “appropriations limit.” Article XIII B does not affect the appropriation of moneys which are excluded from the definition of “appropriations subject to limitation,” including debt service on indebtedness existing or authorized as of January 1, 1979, or bonded indebtedness subsequently approved by the voters. In general terms, the “appropriations limit” is to be based on certain 1978-79 expenditures, and is to be adjusted annually to reflect changes in consumer prices, populations, and services provided by these entities. Among other provisions of Article XIII B, if these entities’ revenues in any year exceed the amounts permitted to be spent, the excess would have to be returned by revising tax rates or fee schedules over the subsequent two years.

The District’s budgeted appropriations limit from “proceeds of taxes” (sometimes referred to as the “**Gann limit**”) for the 2014-15 fiscal year are equal to the allowable limit of approximately \$237.7 million, and estimates an appropriations limit for fiscal year 2015-16 of approximately \$242.1 million. Any proceeds of taxes received by the District in excess of the allowable limit are absorbed into the State’s allowable limit.

Article XIII C and Article XIII D of the California Constitution

On November 5, 1996, the voters of the State of California approved Proposition 218, popularly known as the “Right to Vote on Taxes Act.” Proposition 218 added to the California Constitution Articles XIII C and XIII D (“**Article XIII C**” and “**Article XIII D**,” respectively), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the “Title and Summary” of Proposition 218 prepared by the California Attorney General, Proposition 218 limits “the authority of local governments to impose taxes and property-related assessments, fees and charges.” Among other things, Article XIII C establishes that every tax is either a “general tax” (imposed for general governmental purposes) or a “special tax” (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIII C further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIII A of the California Constitution and special taxes approved by a two-thirds vote under Article XIII A, Section 4. Article XIII D deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIII C or XIII D will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District levies a special tax in connection with the establishment of CFD No. 2 for the purpose of providing for and financing certain facilities. The District does not impose any other taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the County pursuant to Article XIII A of the California Constitution. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

Statutory Limitations

On November 4, 1986, State voters approved Proposition 62, an initiative statute limiting the imposition of new or higher taxes by local agencies. The statute (a) requires new or higher general taxes to be approved by two-thirds of the local agency's governing body and a majority of its voters; (b) requires the inclusion of specific information in all local ordinances or resolutions proposing new or higher general or special taxes; (c) penalizes local agencies that fail to comply with the foregoing; and (d) required local agencies to stop collecting any new or higher general tax adopted after July 31, 1985, unless a majority of the voters approved the tax by November 1, 1988.

Appellate court decisions following the approval of Proposition 62 determined that certain provisions of Proposition 62 were unconstitutional. However, the California Supreme Court upheld Proposition 62 in its decision on September 28, 1995 in Santa Clara County Transportation Authority v. Guardino. This decision reaffirmed the constitutionality of Proposition 62. Certain matters regarding Proposition 62 were not addressed in the Supreme Court's decision, such as whether the decision applies retroactively, what remedies exist for taxpayers subject to a tax not in compliance with Proposition 62, and whether the decision applies to charter cities.

Proposition 98 and Proposition 111

On November 8, 1988, voters approved Proposition 98, a combined initiative constitutional amendment and statute called the "Classroom Instructional Improvement and Accountability Act" (the "**Accountability Act**"). The Accountability Act changed State funding of public education below the university level, and the operation of the State's Appropriations Limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (collectively, "**K-14 districts**") at a level equal to the greater of (a) the same percentage of general fund revenues as the percentage appropriated to such districts in 1986-87, which percentage is equal to 40.9%, or (b) the amount actually appropriated to such districts from the general fund in the previous fiscal year, adjusted for growth in enrollment and inflation.

Since the Accountability Act is unclear in some details, there can be no assurance that the Legislature or a court might not interpret the Accountability Act to require a different percentage of general fund revenues to be allocated to K-14 districts than the 40.9%, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the Governor's Budget. In any event, the Governor and other fiscal observers expect the Accountability Act to place increasing pressure on the State's budget over future years, potentially reducing resources available for other State programs, especially to the extent the Article XIII B spending limit would restrain the State's ability to fund such other programs by raising taxes.

The Accountability Act also changes how tax revenues in excess of the State Appropriations Limit are distributed. Any excess State tax revenues up to a specified amount would, instead of being returned to taxpayers, be transferred to K-14 districts. Such transfer would be excluded from the Appropriations Limit for K-14 districts and the K-14 school Appropriations Limits for the next year would automatically be increased by the amount of such transfer. These additional moneys would enter the base funding calculation for K-14 districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which could be transferred to schools is 4% of the minimum State spending for education mandated by the Accountability Act, as described above.

On June 5, 1990, California voters approved Proposition 111 (Senate Constitutional Amendment 1), which further modified the Constitution to alter the spending limit and education funding provisions of Proposition 98.

Most significantly, Proposition 111 (1) liberalized the annual adjustments to the spending limit by measuring the “change in the cost of living” by the change in State per capita personal income rather than the Consumer Price Index, and specified that a portion of the State’s spending limit would be adjusted to reflect changes in school attendance; (2) provided that 50% of the “excess” tax revenues, determined based on a two-year cycle, would be transferred to K-14 school districts with the balance returned to taxpayers (rather than the previous 100% but only up to a cap of 4% of the districts’ minimum funding level), and that any such transfer to K-14 school districts would not be built into the school districts’ base expenditures for calculating their entitlement for State aid in the following year and would not increase the State’s appropriations limit; (3) excluded from the calculation of appropriations that are subject to the limit appropriations for certain “qualified capital outlay projects” and certain increases in gasoline taxes, sales and use taxes, and receipts from vehicle weight fees; (4) provided that the Appropriations Limit for each unit of government, including the State, would be recalculated beginning in the 1990-91 fiscal year, based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Senate Constitutional Amendment 1 had been in effect; and (5) adjusted the Proposition 98 formula that guarantees K-14 school districts a certain amount of general fund revenues, as described below.

Under prior law, K-14 school districts were guaranteed the greater of (a) 40.9% of general fund revenues (the “first test”) or (b) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIII B by reference to per capita personal income) and enrollment (the “second test”). Under Proposition 111, school districts would receive the greater of (a) the first test, (b) the second test or (c) a third test, which would replace the second test in any year when growth in per capita general fund revenues from the prior year was less than the annual growth in State per capita personal income. Under the third test, school districts would receive the amount appropriated in the prior year adjusted for change in enrollment and per capita general fund revenues, plus an additional small adjustment factor. If the third test were used in any year, the difference between the third test and the second test would become a “credit” to be paid in future years when general fund revenue growth exceeds personal income growth.

Proposition 30

On November 6, 2012, voters approved Proposition 30, also referred to as the Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment. Proposition 30 temporarily (a) increased the personal income tax on certain of the State’s income taxpayers by one to three percent for a period of seven years beginning with the 2012 tax year and ending with the 2019 tax year, and (b) increased the sales and use tax by one-quarter percent for a period of four years beginning on January 1, 2013 and ending with the 2016 tax year. The revenues generated from such tax increases are included in the calculation of the Proposition 98 minimum funding guarantee (see “– Proposition 98 and Proposition 111” above). The revenues generated from such temporary tax increases are deposited into a State account created pursuant to Proposition 30 (the Education Protection Account), and 89% of the amounts therein are allocated to school districts and 11% of the amounts therein are allocated to community college districts.

The Proposition 30 tax increases are temporary and expire at the end of the 2016 and 2019 tax years. The District cannot predict the effect the loss of the revenues generated from such temporary tax increases will have on total State revenues and the effect on the Proposition 98 formula for funding schools.

Applications of Constitutional and Statutory Provisions

The application of Proposition 98 and other statutory regulations has become increasingly difficult to predict accurately in recent years. For a discussion of how the provisions of Proposition 98 have been applied to school funding see “DISTRICT FINANCIAL MATTERS – State Funding of Education; State Budget Process.”

Proposition 2

Proposition 2, which included certain constitutional amendments to the Rainy Day Fund and, upon its approval, triggered the implementation of certain provisions which could limit the amount of reserves that may be maintained by a school district, was approved by the voters in the November 2014 election.

Rainy Day Fund. The Proposition 2 constitutional amendments related to the Rainy Day Fund (i) require deposits into the Rainy Day Fund whenever capital gains revenues rise to more than 8% of general fund tax revenues (and the 2014-15 State Budget notes that capital gains revenues are expected to account for approximately 9.8% of general fund revenues in fiscal year 2014-15); (ii) set the maximum size of the Rainy Day Fund at 10% of general fund revenues; (iii) for the next 15 years, require half of each year's deposit to be used for supplemental payments to pay down the budgetary debts or other long-term liabilities and, thereafter, require at least half of each year's deposit to be saved and the remainder used for supplemental debt payments or savings; (iv) allow the withdrawal of funds only for a disaster or if spending remains at or below the highest level of spending from the past three years; (v) require the State to provide a multiyear budget forecast; and (vi) create a Proposition 98 reserve (the Public School System Stabilization Account) to set aside funds in good years to minimize future cuts and smooth school spending. The State may deposit amounts into such account only after it has paid all amounts owing to school districts relating to the Proposition 98 maintenance factor for fiscal years prior to fiscal year 2014-15. The State, in addition, may not transfer funds to the Public School System Stabilization Account unless the State is in a Test 1 year under Proposition 98 or in any year in which a maintenance factor is created.

SB 858. Senate Bill 858 (“**SB 858**”) became effective upon the passage of Proposition 2. SB 858 includes provisions which could limit the amount of reserves that may be maintained by a school district in certain circumstances. Under SB 858, in any fiscal year immediately following a fiscal year in which the State has made a transfer into the Public School System Stabilization Account, any adopted or revised budget by a school district would need to contain a combined unassigned and assigned ending fund balance that (a) for school districts with an A.D.A. of less than 400,000 students, is not more than two times the amount of the reserve for economic uncertainties mandated by the Education Code, or (b) for school districts with an A.D.A. that is more than 400,000 students, is not more than three times the amount of the reserve for economic uncertainties mandated by the Education Code. In certain cases, the county superintendent of schools may grant a school district a waiver from this limitation on reserves for up to two consecutive years within a three-year period if there are certain extraordinary fiscal circumstances.

The District, which has an A.D.A. of less than 400,000 students, is required to maintain a reserve for economic uncertainty in an amount equal to 3% of its general fund expenditures and other financing uses. The District does not expect SB 858 to adversely affect its ability to pay the principal of and interest on the Bonds as and when due.

Future Initiatives

Article XIII A, Article XIII B, Article XIII C, Article XIII D, as well as Propositions 62, 98, 111 and 218, were each adopted as measures that qualified for the ballot pursuant to the State's initiative process. From time to time other initiative measures could be adopted, further affecting District revenues or the District's ability to expend revenues.

APPENDIX B

THE ECONOMY OF THE DISTRICT

The District encompasses a large portion of the City of Sacramento (the “City”), small portions of the cities of Rancho Cordova and Elk Grove, and adjacent unincorporated areas of Sacramento County. The following economic data for the City and County are presented for information purposes only. The Bonds are not a debt or obligation of the City or the County, and taxes to pay the Bonds are levied only on taxable property located within the District.

Population

The population of the City and County is provided in the table below.

POPULATION GROWTH City of Sacramento and County of Sacramento 2000 through 2015

Year	City of Sacramento		County of Sacramento	
	Population	Annual % Change	Population	Annual % Change
2000	407,018	–	1,223,499	–
2001	412,918	1.4%	1,248,072	2.0%
2002	423,084	2.5	1,279,588	2.5
2003	429,918	1.6	1,307,189	2.2
2004	436,799	1.6	1,331,910	1.9
2005	442,662	1.3	1,350,523	1.4
2006	445,774	0.7	1,365,214	1.1
2007	452,711	1.6	1,380,172	1.1
2008	458,965	1.4	1,394,510	1.0
2009	463,633	1.0	1,406,168	0.8
2010	466,488	0.6	1,418,788	0.9
2011	469,493	0.6	1,427,961	0.6
2012	469,895	0.1	1,431,726	0.3
2013	472,679	0.6	1,442,993	0.8
2014	475,871	0.7	1,456,230	0.9
2015	480,105	0.9	1,470,912	0.1

Source: California Department of Finance, E-4 Population Estimates for Cities, Counties, and the State, 2001-2010 with 2000 & 2010 Census Counts for City and County of Sacramento for years 2000-2009; California Department of Finance, E-4 Population Estimates for Cities, Counties, and the State, 2011–2015, with 2010 Census Benchmark for City and County of Sacramento for years 2010-2015.

Employment

Set forth in the tables below is information on the County's wage and salary employment, civilian labor force, and unemployment.

ANNUAL AVERAGE WAGE AND SALARY EMPLOYMENT

County of Sacramento 2010 through 2014⁽²⁾

[To be updated]

Industry	Employment ⁽¹⁾				
	2010	2011	2012	2013	2014 ⁽²⁾
Agriculture	2,700	2,500	2,600	2,600	
Mining & Logging	100	100	200	200	
Construction	23,500	22,600	22,800	27,000	
Manufacturing	19,700	20,400	21,300	20,800	
Transportation, Warehousing & Public Utilities	81,700	11,500	12,300	13,000	
Information	13,200	12,600	11,600	11,300	
Financial Activities	32,100	30,500	30,900	31,500	
Professional and Business Services	76,300	78,000	83,100	85,900	
Education and Health Services	68,300	70,300	71,400	88,700	
Leisure and Hospitality	48,700	49,500	50,300	53,200	
Other Services	19,900	19,700	19,500	19,500	
Government	164,100	159,900	156,300	156,200	
Total	550,300	477,600	482,300	509,900	

⁽¹⁾ Employment is reported by place of work: it does not include persons involved in labor-management disputes. Figures are rounded to the nearest hundred. Columns may not sum to totals due to rounding

⁽²⁾ Most current information available.

Source: California State Department of Employment Development, Labor Market Information Division.

CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
County of Sacramento
Annual Averages, 2001 through 2015

Year	Civilian Labor Force	Employed Labor Force ⁽¹⁾	Unemployed Labor Force ⁽²⁾	Unemployment Rate ⁽³⁾
2001	624,700	596,400	28,300	4.5%
2002	645,500	609,000	36,500	5.7
2003	657,000	618,300	38,700	5.9
2004	661,600	624,400	37,200	5.6
2005	665,600	632,500	33,100	5.0
2006	670,500	638,600	31,900	4.8
2007	676,800	640,000	36,800	5.4
2008	680,500	631,700	48,800	7.2
2009	681,700	605,000	76,800	11.3
2010	684,700	597,700	87,000	12.7
2011	680,700	598,600	82,000	12.1
2012	682,900	611,400	71,400	10.5
2013	680,000	620,200	59,800	8.8
2014	679,700	630,400	49,300	7.3
2015	689,000	647,600	41,400	6.0

⁽¹⁾ Includes persons involved in labor-management trade disputes.

⁽²⁾ Includes all persons without jobs who are actively seeking work.

⁽³⁾ This rate is computed from unrounded data: it may differ from rates computed from rounded figures in this table.

Source: California State Department of Employment Development, Labor Market Information Division.

Major Employers

The table below represents the largest employers in the City as set forth in the City of Sacramento Comprehensive Annual Financial Report for fiscal year ended June 30, 2015.

LARGEST EMPLOYERS City of Sacramento

<u>Company</u>	<u>Type of Business</u>	<u>Employees</u>
State of California	Government	74,329
Sacramento County	Government	10,598
University of California, Davis Health System	Healthcare	9,706
U.S. Government	Government	9,668
Sutter Health Sacramento Sierra Region	Managed Healthcare	8,817
San Juan Unified School District	Education	7,523
Kaiser Permanente	Managed Healthcare	6,464
Dignity Health	Healthcare	6,286
Intel Corporation	Technology	6,200
Elk Grove Unified School District	Education	5,758
City of Sacramento	Government	4,262

Source: City of Sacramento Comprehensive Annual Financial Report for fiscal year ended June 30, 2015.

Construction Activity

The following tables provide a summary of annual estimated building permit valuations and number of residential building permits for calendar years 2011 through 2015, for the City and for the County.

BUILDING PERMIT ACTIVITY

City of Sacramento 2011 through 2015

	2011	2012	2013	2014	2015
Valuation (\$000)					
Residential	\$144,453	\$146,026	\$165,065	\$169,479	\$307,232
Non-Residential	169,148	141,264	187,775	216,051	288,312
TOTAL	\$313,601	\$287,290	\$352,840	\$385,530	\$595,544
Dwelling Units					
Single Family	65	169	251	257	435
Multiple family	234	286	31	160	813
TOTAL	299	455	282	417	1,248

Source: Construction Industry Research Board.

BUILDING PERMIT ACTIVITY

County of Sacramento 2011 through 2015

	2011	2012	2013	2014	2015
Valuation (\$000)					
Residential	\$425,498	\$440,750	\$603,992	\$570,733	\$897,360
Non-Residential	402,839	366,948	424,136	524,071	651,429
TOTAL	\$828,637	\$807,698	\$1,028,128	\$1,094,804	\$1,548,789
Dwelling Units					
Single Family	727	1,290	1,764	1,547	2,358
Multiple family	606	343	145	226	1,626
TOTAL	1,333	1,633	1,909	1,773	3,171

Source: Construction Industry Research Board.

Commercial Activity

The following tables show taxable sales within the City and the County for 2010 through 2013.

TAXABLE SALES
City of Sacramento
2010 through 2013
(\$000)

	2010 ⁽¹⁾	2011 ⁽¹⁾	2012 ⁽¹⁾	2013 ⁽¹⁾
Apparel Stores	\$319,555	\$331,037	\$339,108	\$340,610
General Merchandise	484,713	500,631	504,732	513,841
Food Stores	282,078	291,616	295,149	299,456
Eating & Drinking Places	687,669	718,749	762,531	796,733
Home Furnishings & Appliances	232,782	223,797	203,543	203,675
Building Material & Farm Implements	249,593	304,603	258,469	303,311
Automotive Group	259,294	282,738	338,082	388,898
Service Stations	484,980	574,763	612,199	599,365
Other Retail Stores	455,716	475,042	487,314	506,059
Total Retail Stores	\$3,456,380	\$3,702,978	\$3,801,126	\$3,951,948
All Other Outlets	1,491,067	1,588,997	1,670,192	1,752,173
Total All Outlets⁽²⁾	\$4,947,448	\$5,291,975	\$5,471,319	\$5,704,121

⁽¹⁾ Beginning in 2009, the California Board of Equalization summarized taxable sales and permits using the North American Industry Classification System (NAICS) codes. As a result of the coding change, industry-level data after 2008 are not comparable to that of prior years.

⁽²⁾ Columns may not sum to totals due to rounding.

Source: California State Board of Equalization.

TAXABLE SALES
County of Sacramento
2010 through 2013
(\$000)

	2010 ⁽¹⁾	2011 ⁽¹⁾	2012 ⁽¹⁾	2013 ⁽¹⁾
Apparel Stores	\$786,230	\$800,952	\$855,369	\$905,514
General Merchandise	1,959,729	2,016,537	2,076,421	2,124,820
Food Stores	854,810	900,349	916,005	923,645
Eating & Drinking Places	1,665,337	1,743,327	1,854,027	1,946,913
Home Furnishings & Appliances	846,734	849,995	278,066	307,647
Building Material & Farm Implements	911,945	994,959	1,024,765	1,155,301
Automotive Group	1,618,580	1,875,269	2,266,802	2,586,596
Service Stations	1,537,994	1,831,391	1,935,830	1,899,358
Other Retail Stores	1,434,328	1,490,029	563,728	581,804
Total Retail Stores	\$11,615,687	\$12,502,808	\$13,366,459	\$14,171,006
All Other Outlets	5,288,841	5,500,957	5,723,389	5,926,089
Total All Outlets⁽²⁾	\$16,904,528	\$18,003,765	\$19,089,848	\$20,097,095

⁽¹⁾ Beginning in 2009, the California Board of Equalization summarized taxable sales and permits using the North American Industry Classification System (NAICS) codes. As a result of the coding change, industry-level data after 2008 are not comparable to that of prior years.

⁽²⁾ Columns may not sum to totals due to rounding.

Source: California State Board of Equalization.

Income

The following tables provide a summary of per capita and personal income for recent calendar years for the County, the State, and the United States.

PER CAPITA PERSONAL INCOME 2000 through 2014

Year	Sacramento County	California	United States
2000	\$29,691	\$33,391	\$30,602
2001	31,018	34,091	31,540
2002	31,484	34,306	31,815
2003	32,685	35,381	32,692
2004	34,005	37,244	34,316
2005	35,184	39,046	35,904
2006	36,910	41,693	38,144
2007	37,938	43,182	39,821
2008	38,870	43,786	41,082
2009	38,085	41,588	39,376
2010	38,453	42,411	40,277
2011	40,098	44,852	42,453
2012	41,913	47,614	44,266
2013	42,676	48,125	44,438
2014	43,944	49,985	46,049

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

PERSONAL INCOME 2000 through 2014 (in thousands)

Year	Sacramento County	Annual Percent Change
2000	\$36,518,147	—
2001	39,276,988	7.6%
2002	40,962,722	4.3
2003	43,423,556	6.0
2004	45,869,878	5.6
2005	47,878,798	4.44
2006	50,550,671	5.6
2007	52,398,021	3.7
2008	54,201,689	3.4
2009	53,647,258	(1.0)
2010	54,673,384	1.9
2011	57,564,251	5.3
2012	60,721,694	5.5
2013	62,440,643	2.8
2014	65,126,187	4.3

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

APPENDIX C

**FINANCIAL STATEMENTS OF THE DISTRICT
FOR THE FISCAL YEAR ENDED JUNE 30, 2015**

APPENDIX D

PROPOSED FORM OF OPINION OF BOND COUNSEL

[Closing Date]

Governing Board
Sacramento City Unified School District
Sacramento, California

Sacramento City Unified School District
General Obligation Bonds, Election of 2012 (Measure Q),
2016 Series D
(Final Opinion)

Ladies and Gentlemen:

We have acted as bond counsel to the Sacramento City Unified School District (the "District"), which is located in the County of Sacramento, California (the "County"), in connection with the issuance of \$_____ aggregate principal amount of Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D (the "Bonds"), as authorized by a resolution adopted by the Board of Education of the District on May [5], 2016 (the "Resolution"), and issued pursuant to a Paying Agent Agreement, dated as of June 1, 2016 (the "Paying Agent Agreement"), between the District and the County, as paying agent (the "Paying Agent"). Capitalized terms not otherwise defined herein shall have the meanings ascribed thereto in the Paying Agent Agreement.

In such connection, we have reviewed the Paying Agent Agreement, the Resolution, the tax certificate of the District, dated the date hereof (the "Tax Certificate"), certificates of the District, the Paying Agent, the County, and others, and such other documents, opinions and matters to the extent we deemed necessary to render the opinions set forth herein.

The opinions expressed herein are based on an analysis of existing laws, regulations, rulings and court decisions and cover certain matters not directly addressed by such authorities. Such opinions may be affected by actions taken or omitted or events occurring after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions are taken or omitted or events do occur or any other matters come to our attention after the date hereof. Accordingly, this letter speaks only as of its date and is not intended to, and may not, be relied upon or otherwise used in connection with any such actions, events or matters. Our engagement with respect to the Bonds has concluded with their issuance, and we disclaim any obligation to update this letter. We have assumed the genuineness of all documents and signatures presented to us (whether as originals or as copies) and the due and legal execution and delivery thereof by, and validity against, any parties other than the District. We have assumed, without undertaking to verify, the accuracy of the factual matters represented, warranted or certified in the documents and of the legal conclusions contained in the opinions referred to in the second paragraph hereof. Furthermore, we have assumed compliance with all covenants and agreements contained in the Paying Agent Agreement, the Resolution and the Tax Certificate, including (without limitation) covenants and agreements compliance with which is necessary to assure that future actions, omissions or events will not cause interest on the Bonds to be included in gross income for federal income tax purposes. We call attention to the fact that the rights and obligations under the Bonds, the Paying Agent Agreement, the Resolution and the Tax Certificate and their enforceability may be subject to bankruptcy, insolvency, receivership, reorganization, arrangement, fraudulent conveyance, moratorium and other laws relating to or affecting creditors' rights, to the application of equitable principles, to the exercise of judicial discretion in appropriate cases and to the limitations on legal remedies against school districts and counties in the State of California. We express no opinion with respect to any indemnification, contribution, liquidated damages, penalty (including any remedy deemed to constitute a penalty), right of set-off, arbitration, judicial reference, choice of law, choice of forum, choice of venue, non-exclusivity of remedies, waiver or severability provisions contained in the foregoing documents. Our services did not include financial or other non-

legal advice. Finally, we undertake no responsibility for the accuracy, completeness or fairness of the Official Statement or other offering material relating to the Bonds and express no opinion with respect thereto.

Based on and subject to the foregoing, and in reliance thereon, as of the date hereof, we are of the following opinions:

1. The Bonds constitute the valid and binding obligations of the District.
2. The Paying Agent Agreement has been duly executed and delivered by, and constitutes a valid and binding obligation of, the District.
3. The Board of Supervisors of the County has power and is obligated to levy *ad valorem* taxes without limitation as to rate or amount upon all property within the District's boundaries subject to taxation by the District (except certain personal property which is taxable at limited rates) for the payment of the Bonds and the interest thereon.
4. Interest on the Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Internal Revenue Code of 1986 and is exempt from State of California personal income taxes. Interest on the Bonds is not a specific preference item for purposes of the federal individual or corporate alternative minimum taxes, although we observe that it is included in adjusted current earnings when calculating corporate alternative minimum taxable income. We express no opinion regarding other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Bonds.

Faithfully yours,

ORRICK, HERRINGTON & SUTCLIFFE LLP

APPENDIX E
FORM OF CONTINUING DISCLOSURE CERTIFICATE

APPENDIX F

**COUNTY OF SACRAMENTO
INVESTMENT POLICIES AND PRACTICES
AND INVESTMENT POOL QUARTERLY REPORT**

The following information has been furnished by the Director of Finance, County of Sacramento. It describes (i) the policies applicable to investment of District funds, including bond proceeds and tax levies, and funds of other agencies held by the Director of Finance and (ii) the composition, carrying amount, market value and other information relating to the investment pool. Further information may be obtained directly from the Director of Finance, 700 H. Street, Suite 1710, Sacramento, California 95814.

The Board of Supervisors (the “Board”) of the County last adopted an investment policy (the “County Investment Policy”) in December 2015. State law requires the Board to approve any changes to the investment policy.

APPENDIX G

BOOK-ENTRY ONLY SYSTEM

The information in this APPENDIX G has been provided by DTC for use in securities offering documents, and the District takes no responsibility for the accuracy or completeness thereof. The District cannot and does not give any assurances that DTC, DTC Participants or Indirect Participants will distribute to the beneficial owners either (a) payments of interest, principal or premium, if any, with respect to the Bonds or (b) certificates representing ownership interest in or other confirmation of ownership interest in the Bonds, or that they will so do on a timely basis or that DTC, DTC Participants or DTC Indirect Participants will act in the manner described in this Official Statement. The current "Rules" applicable to DTC are on file with the Securities and Exchange Commission and the current "Procedures" of DTC to be followed in dealing with DTC Participants are on file with DTC. As used in this appendix, "Securities" means the Bonds, "Issuer" means the District, and "Agent" means the Paying Agent. The District notes that it will issue one fully registered certificate for each maturity of the Bonds in the principal amount of such maturity, and suggests that this is what the first numbered paragraph below intends to convey.

1. The Depository Trust Company ("**DTC**"), New York, NY, will act as securities depository for the securities (the "**Securities**"). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for each issue of the Securities, each in the aggregate principal amount of such issue, and will be deposited with DTC. If, however, the aggregate principal amount of any issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.

2. DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("**Direct Participants**") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("**DTCC**"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("**Indirect Participants**"). DTC has a Standard & Poor's rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC's records. The ownership interest of each actual purchaser of each Security ("**Beneficial Owner**") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive

certificates representing their ownership interests in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

9. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

10. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

11. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

PAYING AGENT AGREEMENT

between the

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT,
County of Sacramento California

and

COUNTY OF SACRAMENTO, CALIFORNIA,
as Paying Agent

Dated as of [June] 1, 2016

Relating to the

[\$[PAR AMOUNT]]
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
GENERAL OBLIGATION BONDS, ELECTION OF 2012 (MEASURE Q),
2016 SERIES D

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PAYING AGENT AGREEMENT

This PAYING AGENT AGREEMENT, made and entered into as of [June] 1, 2016, by and between the SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a school district duly formed and existing under and virtue of the Constitution and Laws of the State of California (the "District"), and the COUNTY OF SACRAMENTO, CALIFORNIA, as paying agent (the "Paying Agent"),

W I T N E S S E T H:

WHEREAS, an election was duly called and regularly held in the District on November 6, 2012, pursuant to Section 15100 and following of the Education Code of the State of California, at which a bond proposition summarized as follows was submitted to the electors of the District (Measure Q):

"To better prepare students for college and careers by upgrading classrooms, science labs, computer systems and technology; renovating heating and ventilation systems; reducing costs through energy efficiency; improving student safety and security systems; repairing roofs, floors, walkways, bathrooms, electrical, plumbing and sewer systems; shall Sacramento City Unified School District issue \$346 million in bonds with independent citizen oversight, no money for administrator salaries, and mandatory annual audits to guarantee funds are spent properly to benefit local children?"

and

WHEREAS, passage of said proposition required a 55% affirmative vote of the votes cast therein, and at least 55% of the votes cast on said proposition were in favor of issuing said bonds; and

WHEREAS, \$30,000,000 aggregate principal amount of said bonds, designated "Sacramento City Unified School District General Obligation Bonds (Measures Q and R) (Election of 2012), 2013 Series A (Tax-Exempt)" have heretofore been issued and sold, of which \$18,000,000 was allocated to the Measure Q authorization; and

WHEREAS, \$40,000,000 aggregate principal amount of said bonds, designated "Sacramento City Unified School District General Obligation Bonds (Measures Q and R) (Election of 2012), 2013 Series B (Qualified School Construction Bonds) (Taxable)" have heretofore been issued and sold, of which \$24,000,000 was allocated to the Measure Q authorization; and

WHEREAS, \$66,260,000 aggregate principal amount of said bonds, designated "Sacramento City Unified School District General Obligation Bonds (Measure Q) (Election of 2012), 2015 Series C-1 (Tax-Exempt)" have heretofore been issued and sold; and

WHEREAS, \$23,740,000 aggregate principal amount of said bonds, designated “Sacramento City Unified School District General Obligation Bonds (Measure Q) (Election of 2012), 2015 Series C-2 (Taxable)” have heretofore been issued and sold; and

WHEREAS, the Superintendent of Schools of the County has jurisdiction over the District; and

WHEREAS, by its resolution duly adopted on May 5, 2016, the Board of Education of the District has authorized the issuance of a portion of said bonds in one or more series in an aggregate principal amount not exceeding \$14,000,000, pursuant to Article 4.5 of Chapter 3, of Part 1 of Division 2 of Title 5 of the Government Code of the State (the “Government Code”), and other applicable provisions of law, including applicable provisions of the Education Code of the State (the “Education Code”); and

WHEREAS, a school district is authorized by Sections 53506 and following of the Government Code to issue and sell its bonds by a negotiated (or private) sale to an underwriter; Section 53508.7 of the Government Code limits a private sale to bonds sold pursuant to Sections 15140 or 15146 of the Education Code of the State (the “Education Code”); Section 15140(b) of the Education Code requires that for a school district to issue its own bonds without the county’s participation, the board of supervisors of the county must first approve the procedures; and the Board of Supervisors of the County, by its resolution adopted on May 10, 2016, has expressly authorized the District to proceed with a negotiated sale of its bonds under Section 53508.7 of the Government Code and Section 15140(b) of the Education Code; and

WHEREAS, the District has not received a qualified or negative certification on its most recent interim report; and

WHEREAS, the District has found and determined, and by execution hereof so represents, that all acts, conditions and things required by law to exist, to have happened and to have been performed precedent to and in connection with the execution and entering into of this Paying Agent Agreement do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the parties hereto are now duly authorized to execute and enter into this Paying Agent Agreement; and

NOW, THEREFORE, in order to provide for the payment of the Bonds and the performance and observance by the District of all the covenants, agreements and conditions herein and in the Bonds contained; to secure the acknowledgement and consent of Director of Finance of the County to the payment arrangements provided for herein; and in consideration of the mutual covenants and agreements contained herein, and for other valuable consideration to both parties, the District and the Paying Agent hereby agree as follows:

ARTICLE I

DEFINITIONS

Section 1.01. Definitions. Unless the context otherwise requires, the terms defined in this Section 1.01 shall, for all purposes hereof and of any amendment hereof or

supplement hereto and of the Bonds and of any certificate, opinion, request or other document mentioned herein or therein, have the meanings defined herein, the following definitions to be equally applicable to both the singular and plural forms of any of the terms defined herein:

(a) General Definitions.

“Board of Education” shall mean the Board of Education of the District.

“Bondowner” or “Owner” shall mean the person in whose name any Bond shall be registered.

“Bonds” shall mean all of the Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D issued hereunder.

“Business Day” shall mean any day of the week other than a Saturday or a Sunday on which the Paying Agent is not required or authorized to remain closed, and on which the New York Stock Exchange is open for business.

“Chief Business Officer” shall mean the Chief Business Officer of the District.

“Code” shall mean the Internal Revenue Code of 1986, as the same shall be hereafter amended, and any regulations heretofore issued or which shall be hereafter issued by the United States Department of the Treasury thereunder.

“Continuing Disclosure Certificate” shall mean that certain Continuing Disclosure Certificate executed and delivered by the District, dated the date of issuance and delivery of the Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof.

“County” shall mean the County of Sacramento, State of California.

“Current Interest Bond” shall mean any Bond issued under Section 2.02 hereof, the interest on which is payable on each Interest Payment Date to maturity or redemption prior to maturity.

“Director of Finance” shall mean the Director of Finance of the County. The “Office of the Director of Finance” shall mean the Office of the Director of Finance of the County, in Sacramento, California.

“District” shall mean the Sacramento City Unified School District, located in the County.

“Interest and Sinking Fund” shall mean the Interest and Sinking Fund of the District administered by the Director of Finance, established pursuant to State law.

“Interest Payment Date” shall mean February 1 and August 1 of each year. The first Interest Payment Date shall be February 1, 2017.

“Law” shall mean Chapters 1 and 1.5 of Part 10 of Division 1 of Title 1 of the Education Code of the State, and other applicable provisions of law.

“Opinion of Counsel” shall mean a written opinion of counsel of recognized national standing in the field of law relating to municipal bonds, appointed and paid by the District.

“Owner.” See “Bondowner” defined herein.

“Paying Agent” shall mean the Director of Finance of the County of Sacramento, as initial paying agent, registrar, and transfer agent with respect to the Bonds, its successors and assigns and any other corporation or association which may at any time be substituted in its place as provided in Section 6.02 hereof.

“Paying Agent Agreement” shall mean this agreement, by and between the District and the Paying Agent.

“Record Date” shall mean the 15th day of the month preceding any Interest Payment Date. The first Record Date shall be January 15, 2017.

“State” shall mean the State of California.

“Tax Certificate” shall mean the Tax Certificate concerning certain matters pertaining to the use of proceeds of the Bonds, executed and delivered by the District on the date of issuance of the Bonds, including all exhibits attached thereto, as such certificate may from time to time be modified or supplemented in accordance with the terms thereof.

“Written Order of the District” or “Written Request of the District” shall mean an instrument in writing, signed by the Superintendent of the District, the Chief Business Officer/Associate Superintendent, Business Services of the District, or by any other officer of the District authorized in writing for the purpose by either of said officers or by the Board of Education of the District.

ARTICLE II

THE BONDS

Section 2.01. Authorization and Designation. The Bonds are issued for, and the proceeds of sale thereof shall be used exclusively for, the purposes approved by the voters of the District on November 6, 2012, in the bond measure known locally as “Measure Q,” as authorized by Resolution No. 2715, adopted by the Board of Education of the District on July 19, 2012. The Bonds shall be issued in fully registered form, without coupons.

Section 2.02. Current Interest Bonds; Terms. (a) The Bonds are issued under this Paying Agent Agreement as Current Interest Bonds, upon terms further described in this section. The Bonds issued under this section shall be named the “Sacramento City Unified School District General Obligation Bonds Election of 2012 (Measure Q), 2016 Series D” for the purposes described in Section 2.01.

(a) Date of Bonds. The Bonds shall be dated as of the date of issuance thereof, _____, 2016.

(b) Denominations. The Bonds shall be issued in the denomination of \$5,000 principal amount or any integral multiple thereof. No Bond shall mature on more than one maturity date.

(c) Payment of Principal. (i) The Bonds shall mature on the dates in each of the years and principal amounts and bear interest at the annual rates of interest shown below:

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>
	\$	%

*

* Term Bond

The principal and any redemption premium of the Bonds shall be payable in lawful money of the United States of America to the Owner thereof, upon the surrender thereof at the office of the Paying Agent or at such other location as the Paying Agent shall designate, on or after the maturity date thereof or upon redemption prior to maturity as provided in Section 4.01 hereof.

(d) Payment of Interest. The Bonds shall bear interest at the respective rates shown in the table in subdivision (c) above, payable on February 1 and August 1 of each year, commencing February 1, 2017, until payment of the principal amount thereof. Each Bond authenticated and registered on any date prior to the close of business on the first Record Date shall bear interest from the date of said Bond. Each Bond authenticated during the period between any Record Date and the close of business on its corresponding Interest Payment Date shall bear interest from such Interest Payment Date. Any other Bond shall bear interest from the Interest Payment Date immediately preceding the date of its authentication. If, at the time of

authentication of any Bond, interest is in default on outstanding Bonds, such Bond shall bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment on the outstanding Bonds. Interest on the Bonds shall be calculated on the basis of a 360-day year consisting of twelve 30-day months.

The interest on the Bonds shall be payable in lawful money to the person whose name appears on the bond registration books of the Paying Agent as the Owner thereof as of the close of business on the applicable Record Date for each Interest Payment Date, whether or not such day is a Business Day. Payment of the interest on any Bond shall be made by check or draft mailed by first class mail on each Interest Payment Date (or on the following Business Day, if the Interest Payment Date does not fall on a Business Day) to such Owner at such Owner's address as it appears on such registration books or at such address as the Owner may have filed with the Paying Agent for that purpose; or upon written request of the Owner of Current Interest Bonds aggregating not less than \$1,000,000 in principal amount, given no later than the Record Date immediately preceding the applicable Interest Payment Date, by wire transfer in immediately available funds to an account maintained in the United States at such wire address as such Owner shall specify in its written notice. So long as Cede & Co. or its registered assigns shall be the registered owner of any of the Bonds, payment shall be made thereto by wire transfer as provided in Section 2.05(d) hereof.

Section 2.03. Form and Registration of Bonds. (a) The Bonds, the Paying Agent's certificate of authentication and registration, and the form of assignment to appear thereon shall be in substantially the forms, respectively, attached hereto as Exhibit A, with necessary or appropriate variations, omissions and insertions as permitted or required by this Paying Agent Agreement (provided that if a portion of the text of any Bond is printed on the reverse of the bond, the following legend shall be printed on the bond: "THE PROVISIONS OF THIS BOND ARE CONTINUED ON THE REVERSE HEREOF AND SUCH CONTINUED PROVISIONS SHALL FOR ALL PURPOSES HAVE THE SAME EFFECT AS THOUGH FULLY SET FORTH AT THIS PLACE.").

(b) The Bonds when issued shall be registered in the name of "Cede & Co.," as nominee of The Depository Trust Company, New York, New York, and shall be initially issued as one bond for each of the maturities of the Bonds, in the principal amounts set forth in the table in Section 2.02. The Depository Trust Company is hereby appointed depository for the Bonds and registered ownership of the Bonds may not thereafter be transferred except as provided in Sections 2.05 and 2.06 hereof.

Section 2.04. Execution and Authentication of Bonds. The Bonds shall be signed by the manual or facsimile signatures of the President of the Board of Education and countersigned by the manual or facsimile signature of the Clerk or Secretary of the Board of Education. Each Bond shall be authenticated by a manual signature of a duly authorized officer of the Paying Agent. Only such of the Bonds as shall bear thereon a certificate of authentication and registration in the form set forth in Exhibit A, executed by the Paying Agent, shall be valid or obligatory for any purpose or entitled to the benefits of this Paying Agent Agreement, and such certificate of the Paying Agent shall be conclusive evidence that the Bonds so authenticated have been duly authenticated and delivered hereunder and are entitled to the benefits of this Paying Agent Agreement.

Section 2.05. Book-Entry System. (a) The Bonds shall be initially issued and registered as provided in Section 2.03(b) hereof. Registered ownership of the Bonds, or any portion thereof, may not thereafter be transferred except:

(i) To any successor of Cede & Co., as nominee of The Depository Trust Company, or its nominee, or to any substitute depository designated pursuant to clause (ii) of this Section (a “substitute depository”); provided, that any successor of Cede & Co., as nominee of The Depository Trust Company or substitute depository, shall be qualified under any applicable laws to provide the services proposed to be provided by it;

(ii) To any substitute depository not objected to by the Director of Finance, upon (1) the resignation of The Depository Trust Company or its successor (or any substitute depository or its successor) from its functions as depository, or (2) a determination by the Director of Finance to substitute another depository for The Depository Trust Company (or its successor) because The Depository Trust Company or its successor (or any substitute depository or its successor) is no longer able to carry out its functions as depository; provided, that any such substitute depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(iii) To any person as provided below, upon (1) the resignation of The Depository Trust Company or its successor (or substitute depository or its successor) from its functions as depository, or (2) a determination by the Director of Finance to remove The Depository Trust Company or its successor (or any substitute depository or its successor) from its functions as depository.

(b) In the case of any transfer pursuant to clause (i) or clause (ii) of subsection (a) hereof, upon receipt of the outstanding Bonds by the Paying Agent, together with a Written Request of the District, a new Bond for each maturity shall be executed and delivered pursuant to the procedures described in Section 2.06 hereof in the aggregate principal amount of the Bonds then outstanding, registered in the name of such successor or such substitute depository, or their nominees, as the case may be, all as specified in such Written Request of the District. In the case of any transfer pursuant to clause (iii) of subsection (a) hereof, upon receipt of the outstanding Bonds by the Paying Agent together with a Written Request of the District, new Bonds shall be executed and delivered in such denominations numbered in the manner determined by the Paying Agent and registered in the names of such persons as are requested in such Written Request of the District, subject to the limitations of Section 2.02 and the receipt of such a Written Request of the District, and thereafter, the Bonds shall be transferred pursuant to the provisions set forth in Section 2.06 of this Paying Agent Agreement; provided, that the Paying Agent shall not be required to deliver such new Bonds within a period of fewer than 60 days.

(c) The Director of Finance, the District and the Paying Agent shall be entitled to treat the person in whose name any Bond is registered as the Owner thereof, notwithstanding any notice to the contrary received by the Director of Finance, the District or the Paying Agent, and the Director of Finance, the District and the Paying Agent shall have no responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing

with any beneficial owners of the Bonds. Neither the Director of Finance, the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to the beneficial owners or to any other party including The Depository Trust Company or its successor (or substitute depository or its successor), except as the owner of any Bonds.

(d) So long as the outstanding Bonds are registered in the name of Cede & Co. or its registered assigns, the Director of Finance, the District and the Paying Agent shall cooperate with Cede & Co., as sole Owner, or its registered assigns, in effecting payment of the principal of and interest on the Bonds by arranging for payment in such manner that funds for such payments are properly identified and are made immediately available (e.g., by wire transfer) on the date they are due.

Section 2.06. Transfer of Bonds upon Termination of Book-Entry System. In the event that at any time the Bonds shall no longer be registered in the name of Cede & Co. as a result of the operation of Section 2.05 hereof, then the procedures contained in this Section 2.06 shall apply.

Any Bond may, in accordance with its terms, be transferred upon the books required to be kept pursuant to the provisions of Section 2.08 hereof by the person in whose name it is registered, in person or by the duly authorized attorney of such person, upon surrender of such Bond to the Paying Agent for cancellation, accompanied by delivery of a duly executed written instrument of transfer in a form approved by the Paying Agent.

Whenever any Bond or Bonds shall be surrendered for transfer, the designated District officials shall execute (as provided in Section 2.04 hereof) and the Paying Agent shall authenticate and deliver a new Bond or Bonds of the same maturity, for a like aggregate principal amount and bearing the same rate or rates of interest. The Paying Agent shall require the payment by the Bondowner requesting any such transfer of any tax or other governmental charge required to be paid with respect to such transfer.

No transfer of Bonds shall be required to be made by the Paying Agent during the period from the close of business on the Record Date next preceding any Interest Payment Date or redemption date to and including such Interest Payment Date or redemption date.

Section 2.07. Exchange of Bonds. Bonds may be exchanged at the office of the Paying Agent in Sacramento, California, or such other place as the Paying Agent shall designate, for a like aggregate principal amount of Bonds of other authorized denominations of the same maturity and interest rate. The Paying Agent shall require the payment by the Bondowner requesting such exchange of any tax or other governmental charge required to be paid with respect to such exchange. No exchange of Bonds shall be required to be made by the Paying Agent during the period from the close of business on the Record Date next preceding any Interest Payment Date or redemption date to and including such Interest Payment Date or redemption date.

Section 2.08. Bond Register. (a) The Paying Agent will keep or cause to be kept, sufficient books for the registration and transfer of the Bonds, which shall at all times be open to inspection by the Director of Finance and the District, and, upon presentation for such

purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on said books, Bonds as hereinbefore provided.

(b) The Paying Agent shall assign each Bond authenticated and registered by it a distinctive letter or number, or letter and number.

ARTICLE III

ISSUANCE OF THE BONDS

Section 3.01. Delivery of Bonds. The Paying Agent is hereby authorized to authenticate and deliver the Bonds to or upon the Written Request of the District.

Section 3.02. Application of Proceeds of Sale of Bonds. Upon the delivery of the Bonds to the initial purchaser thereof, and the payment by the initial purchaser of the purchase price of the Bonds by wire transfer of \$[_____] to the Paying Agent on behalf of the District, the Director of Finance shall deposit such sum received for the balance of the purchase price as follows: (i) \$[_____] in the building fund of the District within the County Treasury, and (ii) \$[_____] in the Interest and Sinking Fund of the District. The Costs of Issuance Custodian shall deposit and administer the sum received for costs of issuance pursuant to a Costs of Issuance Custodian Agreement.

The District shall cause the Director of Finance to create and maintain any accounts or subaccounts for deposit of the proceeds of the Bonds as the District shall determine is necessary in order to separately monitor the investment and expenditure of such funds in order to comply with the laws applicable to each, and as may be necessary to make any needed calculations of arbitrage and rebate thereon.

The County makes no assurance regarding the application of the proceeds of the Bonds by the District.

Section 3.03. Investment of Funds. (a) All funds held by the Director of Finance with respect to the Bonds hereunder or under the Law shall be invested at the Director of Finance's discretion pursuant to law and the investment policy of the County.

(b) At the written direction of the District, all or any portion of the building fund of the District may also be invested on behalf of the District in the Local Agency Investment Fund in the treasury of the State.

ARTICLE IV

REDEMPTION OF THE BONDS

Section 4.01. Terms of Redemption. (a) Optional Redemption. The Bonds maturing on or before August 1, 2026, are not subject to redemption prior to their respective stated maturity dates. The Bonds maturing on and after August 1, 2027, are subject to

redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, as a whole or in part on any date on or after August 1, 2026, at a redemption price equal to the principal amount called for redemption plus accrued interest thereon to the date fixed for redemption, without premium.

(b) [Mandatory Sinking Fund Redemption]. The \$[_____] Term Bond maturing on [_____, 20__], is also subject to mandatory sinking fund redemption on each Mandatory Sinking Fund Redemption Date and in the respective principal amounts as set forth in the following schedule, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption:

Mandatory Sinking Fund Redemption Date (August 1)	Principal Amount to be Redeemed
†	\$
† Maturity	

The principal amount to be redeemed in each year shown in the table above will be reduced proportionately, in integral multiples of \$5,000, by the amount of such Term Bond optionally redeemed prior to the mandatory sinking fund redemption date.]

(c) Selection of Bonds for Redemption. If less than all of the Bonds are called for redemption, such bonds shall be redeemed as directed by the District, and if not so directed, in inverse order of maturities, and if less than all of the Bonds of any given maturity are called for redemption, the portions of such bonds of a given maturity to be redeemed shall be redeemed as directed by the District, and if not so directed, shall be determined by lot. For purposes of such selection, each Bond shall be deemed to consist of individual Bonds of denominations of \$5,000 principal amount each, which may be separately redeemed.

Section 4.02. Notice of Redemption. (a) Notice of redemption of the Bonds will be mailed postage prepaid not less than 20 nor more than 60 days prior to the redemption date (i) by first class mail to the respective Owners of Bonds at the addresses appearing on the bond registration books of the Paying Agent, and (ii) as may be further required in accordance with the Continuing Disclosure Certificate.

Each notice of redemption shall contain all of the following information: (i) the date of such notice; (ii) the name of the affected Bonds and the date of issue of the Bonds; (iii) the redemption date; (iv) the redemption price, if available; (v) the dates of maturity of the Bonds to be redeemed; (vi) if less than all of the Bonds are to be redeemed, the distinctive numbers of the Bonds of each maturity to be redeemed; (vii) in the case of Bonds redeemed in part only, the

respective maturities or portions of the principal amount of the Bonds of each maturity to be redeemed; (viii) the CUSIP number, if any, of each maturity of Bonds to be redeemed; (ix) a statement that such Bonds must be surrendered by the Owners at the office of the Paying Agent in Sacramento, California, or at such other place or places designated by the Paying Agent; and (x) notice that further interest on such Bonds will not accrue after the designed redemption date.

The actual receipt by any Owner of any Bond of notice of such redemption will not be a condition precedent to redemption, and failure to receive such notice, or any defect in the notice given, will not affect the validity of the proceedings for the redemption of such Bonds.

When notice of redemption has been given, substantially as described above, and when the amount necessary for the payment of the redemption price, if any, is set aside for such purpose, the Bonds designated for redemption will become due and payable on the date fixed for redemption thereof, and upon presentation and surrender of said Bonds at the place specified in the notice of redemption, such Bonds will be redeemed and paid at the redemption price thereof out of the money provided therefor.

(b) Rescission of Notice of Redemption. The District may rescind any redemption and notice thereof for any reason on any date prior to the date fixed for redemption by causing written notice of the rescission to be given to the owners of the Bonds so called for redemption. Notice of rescission of redemption will be given in the same manner in which notice of redemption was originally given. The actual receipt by the owner of any Bond of notice of such rescission will not be a condition precedent to rescission, and failure to receive such notice or any defect in such notice will not affect the validity of the rescission.

(c) Conditional Notice. Any notice of optional redemption delivered hereunder may be conditioned on any fact or circumstance stated therein, and if such condition shall not have been satisfied on or prior to the redemption date stated in such notice, said notice shall be of no force and effect on and as of the stated redemption date, the redemption shall be cancelled, and the District shall not be required to redeem the Bonds that were the subject of the notice. The Paying Agent shall give notice of such cancellation and the reason therefor in the same manner in which notice of redemption was originally given. The actual receipt by the owner of any Bond of notice of such cancellation shall not be a condition precedent to cancellation, and failure to receive such notice or any defect in such notice shall not affect the validity of the cancellation.

Section 4.03. Defeasance of Bonds. The District may pay and discharge any or all of the Bonds by depositing in trust with the Paying Agent or an escrow agent at or before maturity, money or non-callable direct obligations of the United States of America or other non-callable obligations the payment of the principal of and interest on which is guaranteed by a pledge of the full faith and credit of the United States of America, in an amount which will, together with the interest to accrue thereon and available moneys then on deposit in the Interest and Sinking Fund, be fully sufficient in the opinion of a certified public accountant licensed to practice in the State to pay and discharge the indebtedness on such Bonds (including all principal, interest and redemption premiums) at or before their respective maturity dates.

If at any time the District pays or causes to be paid or there is otherwise paid to the owners of any or all outstanding Bonds all of the principal, interest and premium, if any, represented by such Bonds when due, or as described above, or as otherwise provided by law, then such Owners shall cease to be entitled to the obligation of the County to levy and collect taxes to pay the Bonds as described in Section 5.01 hereof, and such obligation and all agreements and covenants of the District to such Owners hereunder shall thereupon be satisfied and discharged and shall terminate, except only that the District will remain liable for payment of all principal, interest and premium, if any, represented by such Bonds, but only out of moneys on deposit in the Interest and Sinking Fund or otherwise held in trust for such payment, provided, that the unclaimed moneys provisions described in Section 6.07 hereof will apply in all events.

ARTICLE V

OTHER COVENANTS

Section 5.01. Payment of Principal and Interest. On or prior to the date any payment is due in respect of the Bonds, the Director of Finance will deposit with the Paying Agent moneys sufficient to pay the principal and the interest (and premium, if any) to become due in respect of all Bonds outstanding on such Interest Payment Date, but only as required by the Law. When and as paid in full and following surrender thereof to the Paying Agent, all Bonds shall be cancelled by the Paying Agent, and thereafter they shall be destroyed. Moneys for the payment of principal, redemption premium, if any, and interest with respect to the Bonds shall be raised by taxation upon all taxable property in the District and the County shall provide for the levy and collection of such taxes in the manner provided by the Law.

Section 5.02. Further Assurances. The District and the County will promptly execute and deliver or cause to be executed and delivered all such other and further instruments, documents or assurances, and promptly do or cause to be done all such other and further things, as may be necessary or reasonably required in order to further and more fully vest in the Bondowners all rights, interest, powers, benefits, privileges and advantages conferred or intended to be conferred upon them by this Paying Agent Agreement.

Section 5.03. Tax Covenants. (a) The District shall not take any action or inaction, or fail to take any action, or permit any action to be taken on its behalf or cause or permit any circumstances within its control to arise or continue, if such action or inaction would adversely affect the exclusion from gross income of the interest payable on Bonds under Section 103 of the Code. Without limiting the generality of the foregoing, the District shall comply with the instructions and requirements of each Tax Certificate. This covenant shall survive payment in full of the Bonds.

(b) In the event that at any time the District is of the opinion that for purposes of this Section it is necessary or helpful to restrict or limit the yield on the investment of any moneys held by the Director of Finance with respect to the Bonds, or by the Paying Agent under this Paying Agent Agreement, the District shall so instruct the Director of Finance or the Paying Agent, as appropriate, in writing, and the Director of Finance and the Paying Agent shall take such action as may be necessary in accordance with such instructions.

(c) Notwithstanding any provisions of this Section, if the District shall provide to the Director of Finance or the Paying Agent an opinion of Bond Counsel that any specified action required under this Section is no longer required or that some further or different action is required in order to maintain the exclusion from federal income tax of interest on Bonds under Section 103 of the Code, the Director of Finance and the Paying Agent may conclusively rely on such opinion in complying with the requirements of this Section, and the covenants hereunder shall be deemed to be modified to that extent.

Section 5.04. Continuing Disclosure. The District hereby covenants and agrees that it shall comply with and carry out all of the provisions of the Continuing Disclosure Certificate. Notwithstanding any other provision of this Paying Agent Agreement, failure of the District to comply with the Continuing Disclosure Certificate shall not be considered an event of default hereunder; provided that any Owner or Beneficial Owner (as defined below) may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. For purposes of this Section, “Beneficial Owner” shall mean any person which has or shares the power, directly or indirectly, to make investment decisions concerning ownership of any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries).

Section 5.05. Validity of Bonds. The recital contained in the Bonds that the same are regularly issued pursuant to the Law and that the total amount of indebtedness of the District, including the amount of the Bonds, is within the limit provided by law, shall be conclusive evidence of their validity and of compliance with the provisions of the Law in their issuance.

ARTICLE VI

THE PAYING AGENT

Section 6.01. Duties and Liabilities of Paying Agent. (a) The Paying Agent shall be the paying agent, registrar and transfer agent for the Bonds and shall perform such functions in accordance with the provisions hereof. The Paying Agent shall perform such duties and only such duties as are expressly and specifically set forth in this Paying Agent Agreement.

(b) The District may, by an instrument in writing, remove the Paying Agent initially a party hereto and any successor thereto, and shall remove the Paying Agent initially a party hereto and any successor thereto if at any time (i) requested to do so by an instrument or concurrent instruments in writing signed by the Owners of a majority of the aggregate Principal Amount of the Bonds at the time Outstanding (or their attorneys duly authorized in writing), or (ii) the Paying Agent shall cease to be eligible in accordance with subsection (e) of this Section, or shall become incapable of acting, or shall be adjudged a bankrupt or insolvent, or a receiver of the Paying Agent or its property shall be appointed, or any public officer shall take control or charge of the Paying Agent or of its property or affairs for the purpose of rehabilitation, conservation or liquidation, in each case by giving written notice of such removal to the Paying Agent and thereupon shall appoint a successor Paying Agent by an instrument in writing.

(c) The Paying Agent may at any time resign by giving written notice of such resignation by first class mail, postage prepaid, to the District, and to the Owners at the respective addresses shown on the Registration Books. Upon receiving such notice of resignation, the District shall promptly appoint a successor Paying Agent by an instrument in writing.

(d) Any removal or resignation of the Paying Agent and appointment of a successor Paying Agent shall become effective upon acceptance of appointment by the successor Paying Agent; provided, however, that under any circumstances the successor Paying Agent shall be qualified as provided in subsection (e) of this Section. If no qualified successor Paying Agent shall have been appointed and have accepted appointment within 45 days following giving notice of removal or notice of resignation as aforesaid, the resigning Paying Agent or any Owner (on behalf of such Owner and all other Owners) may petition any court of competent jurisdiction for the appointment of a successor Paying Agent, and such court may thereupon, after such notice, if any, as it may deem proper, appoint such successor Paying Agent. Any successor Paying Agent appointed under this Paying Agent Agreement shall signify its acceptance of such appointment by executing and delivering to the District and to its predecessor Paying Agent a written acceptance thereof, and thereupon such successor Paying Agent, without any further act, deed or conveyance, shall become vested with all the moneys, estates, properties, rights, powers, trusts, duties and obligations of such predecessor Paying Agent, with like effect as if originally named Paying Agent herein; but, nevertheless at the written request of the District or the successor Paying Agent, such predecessor Paying Agent shall execute and deliver any and all instruments of conveyance or further assurance and do such other things as may reasonably be required for more fully and certainly vesting in and confirming to such successor Paying Agent all the right, title and interest of such predecessor Paying Agent in and to any property held by it under this Paying Agent Agreement and shall pay over, transfer, assign and deliver to the successor Paying Agent any money or other property subject to the conditions herein set forth. Upon acceptance of appointment by a successor Paying Agent as provided in this subsection, the District shall mail or cause the successor Paying Agent to mail, by first class mail postage prepaid, a notice of the succession of such Paying Agent hereunder to the Owners at the addresses shown on the Registration Books. If the District fails to mail such notice within 15 days after acceptance of appointment by the successor Paying Agent, the successor Paying Agent shall cause such notice to be mailed at the expense of the District.

(e) The Paying Agent, if not the Director of Finance, shall be a bank, national banking association or trust company having trust powers incorporated or organized under the laws of the United States of America or any state thereof, having (or if such bank, national banking association or trust company is a member of a bank holding company system, its parent bank holding company shall have) a combined capital and surplus of at least \$75,000,000, in good standing and subject to supervision or examination by federal or state agency. If such bank, national banking association or trust company publishes a report of condition at least annually, pursuant to law or to the requirements of any supervising or examining agency above referred to, then for the purpose of this subsection the combined capital and surplus of such bank, national banking association or trust company shall be deemed to be its combined capital and surplus as set forth in its most recent report of condition so published.

In case at any time the Paying Agent shall cease to be eligible in accordance with the provisions of this subsection (e), the Paying Agent shall resign immediately in the manner and with the effect specified in this Section.

Section 6.02. Merger or Consolidation. Any bank, national banking association or trust company into which a successor Paying Agent may be merged or converted or with which it may be consolidated or any bank, national banking association or trust company resulting from any merger, conversion or consolidation to which it shall be a party or any bank, national banking association or trust company to which the Paying Agent may sell or transfer all or substantially all of its corporate trust business, provided such bank, national banking association or trust company shall be eligible under Section 6.01(e) shall be the successor to such Paying Agent, without the execution or filing of any instrument or any further act, deed or conveyance on the part of any of the parties hereto, anything herein to the contrary notwithstanding.

Section 6.03. Liability of Paying Agent. (a) The recitals of facts herein and in the Bonds contained shall be taken as statements of the District, and the Paying Agent shall not assume responsibility for the correctness of the same, or make any representations as to the validity or sufficiency of this Paying Agent Agreement or of the Bonds or shall incur any responsibility in respect thereof, other than as expressly stated herein in connection with the respective duties or obligations herein or in the Bonds assigned to or imposed upon it. The Paying Agent shall, however, be responsible for its representations contained in its certificate of authentication on the Bonds. The Paying Agent makes no representations as to the validity or sufficiency of this Paying Agent Agreement or of any Bonds, or in respect of the security afforded by this Paying Agent Agreement and the Paying Agent shall incur no responsibility in respect thereof. The Paying Agent shall be under no responsibility or duty with respect to (i) the issuance of the Bonds for value, (ii) the application of the proceeds thereof except to the extent that such proceeds are received by it in its capacity as Paying Agent, or (iii) the application of any moneys paid to the District or others in accordance with this Paying Agent Agreement except as the application of any moneys paid to it in its capacity as Paying Agent. The Paying Agent shall not be liable in connection with the performance of its duties hereunder, except for its own negligence or willful misconduct. The Paying Agent shall not be liable for any action taken or omitted by it in good faith and believed by it to be authorized or within the discretion or rights or powers conferred upon it by this Paying Agent Agreement. The Paying Agent and its officers and employees may become the Owner of Bonds with the same rights it would have if it were not Paying Agent, and, to the extent permitted by law, may act as depository for and permit any of its officers or directors to act as a member of, or in any other capacity with respect to, any committee formed to protect the rights of Bond Owners, whether or not such committee shall represent the Owners of a majority in aggregate Principal Amount of the Bonds then Outstanding.

(b) The Paying Agent shall not be liable for any error of judgment made in good faith by a responsible officer, unless it shall be proved that the Paying Agent was negligent in ascertaining the pertinent facts.

(c) No provision of this Paying Agent Agreement shall require the Paying Agent to risk or expend its own funds in the performance of its rights and duties hereunder.

(d) The immunities and protections extended to the Paying Agent also extend to its directors, officers, employees and agents.

(e) The Paying Agent may execute any of its powers or duties hereunder through attorneys, agents or receivers and shall not be answerable for the actions of such attorneys, agents or receivers if selected by it with due care.

Section 6.04. Right to Rely on Documents. The Paying Agent shall be protected in acting upon any notice, resolution, request, consent, order, certificate, report, opinion, bonds or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or parties. The Paying Agent may consult with counsel, who may be counsel to the District, with regard to legal questions, and the opinion of such counsel shall be full and complete authorization and protection in respect of any action taken or suffered by it hereunder in good faith and in accordance therewith; provided, however, the Paying Agent shall in no event delay any payment with respect to the Bonds in anticipation of any such opinion.

Whenever in the administration of the duties imposed upon it by this Paying Agent Agreement the Paying Agent shall deem it necessary or desirable that a matter be proved or established prior to taking or suffering any action hereunder, such matter (unless other evidence in respect thereof be herein specifically prescribed) may be deemed to be conclusively proved and established by a Written Certificate of the District, and such Written Certificate shall be full warrant to the Paying Agent for any action taken or suffered in good faith under the provisions of this Paying Agent Agreement in reliance upon such Written Certificate, but in its discretion the Paying Agent may, in lieu thereof, accept other evidence of such matter or may require such additional evidence as it may deem reasonable.

Section 6.05. Accounting Records and Reports; Preservation and Inspection of Documents. The Paying Agent shall keep or cause to be kept proper books of record and accounts in which complete and correct entries shall be made of all transactions relating to the receipts, disbursements, allocation and application of all money on deposit in the accounts and funds established hereunder, which such books shall be available for inspection by the District at reasonable hours and under reasonable conditions.

All documents received by the Paying Agent under the provisions of this Paying Agent Agreement shall be retained in its possession and shall be subject during business hours and upon reasonable notice to the inspection of the District, the Owners and their agents and representatives duly authorized in writing.

Section 6.06. Compensation and Indemnification. The District shall pay to the Paying Agent from time to time all reasonable compensation pursuant to a pre-approved fee letter for all services rendered under this Paying Agent Agreement, and also all reasonable expenses, charges, legal and consulting fees pursuant to a pre-approved fee letter and other disbursements pursuant to a pre-approved fee letter and those of its attorneys, agents and employees, incurred in and about the performance of their powers and duties under this Paying Agent Agreement. The District further agrees, to the extent permitted by law, to indemnify, defend and save the Paying Agent harmless against any liabilities which it may incur in the exercise and performance of its powers and duties hereunder, and which are not due to its

negligence or its willful misconduct. The duty of the District to indemnify and compensate the Paying Agent shall survive the termination and discharge of this Paying Agent Agreement and the resignation or removal of the Paying Agent.

Section 6.07. Unclaimed Moneys. Any money held in any fund created pursuant to this Paying Agent Agreement or by the Paying Agent in trust for the payment of the principal of, redemption premium, if any, or interest on the Bonds and remaining unclaimed for two years after the principal of all of the Bonds has become due and payable (whether by maturity or upon prior redemption) will be transferred to the Interest and Sinking Fund for payment of any outstanding bonds of the District payable from said fund; or, if no such bonds of the District are at such time outstanding, said moneys will be transferred to the general fund of the District as provided and permitted by law.

ARTICLE VII

MISCELLANEOUS

Section 7.01. Counterparts. This Paying Agent Agreement may be signed in several counterparts, each of which will constitute an original, but all of which shall constitute one and the same instrument.

Section 7.02. Notices. Unless otherwise specified herein, all notices, statements, orders, requests or other communications hereunder by any party to another shall be in writing and shall be sufficiently given and served upon the other party if delivered personally or if mailed by United States registered or certified mail, return receipt requested, postage prepaid, or if given by fax, electronically, or other means of written communication and confirmed by mail:

If to the District

Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Attn: Chief Business Officer

If to the Paying Agent:

County of Sacramento
700 H Street, Suite 1710
Sacramento, CA 95814
Attn: Director of Finance

IN WITNESS WHEREOF, the parties hereto have caused this Paying Agent Agreement to be duly executed by their officers duly authorized as of the date first written above.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By: _____
Chief Business Officer

COUNTY OF SACRAMENTO, as Paying Agent

By: _____
Director of Finance

EXHIBIT A

[FORM OF BONDS]

Number	UNITED STATES OF AMERICA	Amount
R-1-__	STATE OF CALIFORNIA	\$ _____
	COUNTY OF SACRAMENTO	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
GENERAL OBLIGATION BONDS
ELECTION OF 2012 (MEASURE Q), 2016 SERIES D

<u>Dated as of</u>	<u>Interest Rate</u>	<u>Maturity Date</u>	<u>CUSIP NO.</u>
_____, 2016	_____%	August 1, ____	_____

Registered Owner: CEDE & CO.

Principal Sum: _____ DOLLARS

Sacramento City Unified School District, County of Sacramento, State of California (herein called the "District"), acknowledges itself obligated to and promises to cause to be paid to the registered owner identified above or registered assigns, but only from taxes collected by the County of Sacramento (the "County") for such purpose pursuant to Section 15250 of the Education Code of the State of California, on the maturity date set forth above or upon redemption prior thereto, the principal sum specified above in lawful money of the United States of America, and to pay interest thereon in like lawful money at the interest rate per annum stated above, computed on the basis of a 360-day year of twelve 30-day months, payable on February 1 and August 1 in each year, commencing February 1, 2017, until payment of said principal sum. If this bond is authenticated and registered on any date prior to the close of business on January 15, 2017, it shall bear interest from the date hereof. If authenticated during the period between any Record Date (defined as the 15th day of the month preceding an interest payment date) and the close of business on its corresponding interest payment date, it shall bear interest from such interest payment date. Otherwise, this bond shall bear interest from the interest payment date immediately preceding the date of its authentication.

The principal hereof is payable to the registered owner hereof upon the surrender hereof at the office of the Director of Finance of the County (herein called the "Paying Agent"), the paying agent/registrar and transfer agent of the District, in Sacramento, California. The interest hereon is payable to the person whose name appears on the bond registration books of the Paying Agent as the registered owner hereof as of the close of business on the Record Date preceding each interest payment date, whether or not such day is a business day, such interest to be paid by check mailed to such registered owner at the owner's address as it appears on such registration books, or at such other address filed with the Paying Agent for that purpose. Upon written request, given no later than the Record Date immediately preceding an interest payment date, of the owner of Bonds (hereinafter defined) aggregating at least \$1,000,000 in principal amount, interest will be paid by wire transfer to an account maintained in the United States as specified by the owner in such request. So long as Cede & Co. or its registered assigns shall be

the registered owner of this bond, payment shall be made by wire transfer as provided in the Paying Agent Agreement hereinafter described.

This bond is one of a duly authorized issue of bonds of like tenor (except for such variations, if any, as may be required to designate varying series, numbers, denominations, interest payment modes, interest rates, maturities and redemption provisions), amounting in the aggregate to \$[PAR AMOUNT], and designated as “Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D” (the “Bonds”). The Bonds were authorized by a vote of at least 55% of the voters voting at an election duly and legally called, held and conducted in the District on November 6, 2012. The Bonds are issued and sold by the Board of Education of the District pursuant to and in strict conformity with the provisions of the Constitution and laws of the State of California, and the Paying Agent Agreement, dated as of [June] 1, 2016 (the “Paying Agent Agreement”), by and between the District and the Paying Agent. Reference is hereby made to the Paying Agent Agreement and any and all amendments thereof for a description of the terms on which the Bonds are issued, for the rights of the Owners of the Bonds, for the provisions for payment of the Bonds, and for the amendment of the Paying Agent Agreement (with or without consent of the Owners of the Bonds); and all the terms of the Paying Agent Agreement are hereby incorporated herein and constitute a contract between the District and the Registered Owner of this Bond, to all the provisions of which the Registered Owner of this Bond, by acceptance hereof, agrees and consents. Capitalized undefined terms used herein have the meanings ascribed thereto in the Paying Agent Agreement.

The Bonds are issuable as fully registered bonds without coupons in the denomination of \$5,000 or any integral multiple thereof, provided that no Bond shall have principal maturing on more than one principal maturity date. Subject to the limitations and conditions and upon payment of the charges, if any, as provided in the Paying Agent Agreement, Bonds may be exchanged for a like aggregate principal amount of Bonds of the same series, maturity, interest payment mode and interest rate of other authorized denominations.

This bond is transferable by the registered owner hereof, in person or by attorney duly authorized in writing, at said designated office of the Paying Agent, but only in the manner, subject to the limitations and upon payment of the charges provided in the Paying Agent Agreement, and upon surrender and cancellation of this bond. Upon such transfer, a new Bond or Bonds of authorized denomination or denominations for the same series, maturity, interest payment mode and interest rate, and same aggregate principal amount will be issued to the transferee in exchange herefor.

The District and the Paying Agent may treat the registered owner hereof as the absolute owner hereof for all purposes, and the District and the Paying Agent shall not be affected by any notice to the contrary.

The Bonds are subject to optional and mandatory sinking fund redemption on the terms and subject to the conditions specified in the Paying Agent Agreement, and as shown in the attached Redemption Schedule. If this bond is called for redemption and payment is duly provided therefor, interest shall cease to accrue hereon from and after the date fixed for redemption.

The Board of Education of the District hereby certifies and declares that the total amount of indebtedness of the District, including the amount of this bond, is within the limit provided by law; that all acts, conditions and things required by law to be done or performed precedent to and in the issuance of this bond have been done and performed in strict conformity with the laws authorizing the issuance of this bond; and that this bond is in substantially the form prescribed by order of the Board of Education of the District duly made and entered on its minutes. The Bonds represent an obligation of the District payable out of the interest and sinking fund of the District, and the money for the payment of principal of and interest on this bond shall be raised by taxation upon the taxable property of the District.

This bond shall not be entitled to any benefit under the Paying Agent Agreement, or become valid or obligatory for any purpose, until the certificate of authentication and registration hereon endorsed shall have been signed by the Paying Agent.

IN WITNESS WHEREOF, the Board of Education of the Sacramento City Unified School District has caused this SACRAMENTO CITY UNIFIED SCHOOL DISTRICT GENERAL OBLIGATION BOND, ELECTION OF 2012 (MEASURE Q), 2016 SERIES D, to be executed by the manual or facsimile signature of its President and to be countersigned by the manual or facsimile signature of its Clerk or Secretary of said Board, as of the date set forth above.

President of the Board of Education
of the Sacramento City Unified School District

Countersigned:

Secretary of the Board of Education
of the Sacramento City Unified School District

PAYING AGENT'S CERTIFICATE OF AUTHENTICATION
AND REGISTRATION

This is one of the current interest SACRAMENTO CITY UNIFIED SCHOOL DISTRICT GENERAL OBLIGATION BONDS, ELECTION OF 2012 (MEASURE Q), 2016 SERIES D, described in the within-mentioned Paying Agent Agreement and authenticated and registered on [_____, 2016].

COUNTY OF SACRAMENTO, CALIFORNIA, as
Paying Agent/Registrar and Transfer Agent

By _____
Director of Finance

DTC LEGEND

Unless this certificate is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to Issuer or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

ASSIGNMENT

For value received the undersigned do(es) hereby sell, assign and transfer unto _____ the within-mentioned Registered Bond and hereby irrevocably constitute(s) and appoint(s) _____ attorney, to transfer the same on the books of the Paying Agent/Registrar and Transfer Agent with full power of substitution in the premises.

I.D. Number

NOTE: The signature(s) on this Assignment must correspond with the name(s) as written on the face of the within Registered Bond in every particular, without alteration or enlargement or any change whatsoever.

Dated: _____

Signature Guarantee: _____

Notice: Signature must be guaranteed by an eligible guarantor institution.

REDEMPTION SCHEDULE

BOND PURCHASE AGREEMENT

\$ _____
Sacramento City Unified School District
General Obligation Bonds,
Election of 2012 (Measure Q), 2016 Series D

[DATE], 2016

Board of Education
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Ladies and Gentlemen:

The undersigned, Stifel, Nicolaus & Company, Incorporated (the "Underwriter"), hereby offers to enter into this Bond Purchase Agreement (the "Purchase Contract") with the Board of Education of the Sacramento City Unified School District (the "District"), acting through its Authorized District Representative (as such term is defined in the hereinafter defined Resolution). The offer made hereby is subject to acceptance by the District by execution and delivery of this Purchase Contract to the Underwriter at or prior to 11:59 p.m., California time, on the date hereof, but it shall be irrevocable until such time as it is sooner accepted or rejected by the District. Upon acceptance of this offer by the District in accordance with the terms hereof, this Purchase Contract will be binding upon the District and upon the Underwriter.

Section 1. Purchase and Sale. Upon the terms and conditions and upon the basis of the representations, covenants and agreements hereinafter set forth, the Underwriter hereby agrees to purchase from the District for offering to the public, and the District hereby agrees to sell to the Underwriter for such purpose, all (but not less than all) of the \$_____ aggregate principal amount of the Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D (the "Bonds"), at the purchase price of \$_____, which has been computed as the aggregate principal amount of the Bonds (\$_____) plus original issue premium thereon (\$_____), less Underwriter's discount (\$_____), less \$_____ to be applied by the Underwriter to pay costs of issuance in accordance with Section 9 hereto.

The District acknowledges and agrees that (a) the purchase and sale of the Bonds pursuant to this Purchase Contract is an arm's-length commercial transaction between the District and the Underwriter; (b) in connection therewith and with the discussion, undertakings and procedures leading up to the consummation of such transaction, the Underwriter is acting solely as a principal and not as an agent or a fiduciary of or a financial advisor to the District; (c) the Underwriter has not assumed an advisory or fiduciary responsibility in favor of the District with respect to (i) the offering of the Bonds or the process leading thereto (whether or

not the Underwriter has advised or is currently advising the District on other matters), or (ii) any other obligation of the District except the obligations expressly set forth in this Purchase Contract; and (d) the District has consulted with its own legal and other professional advisors to the extent it deemed appropriate in connection with the offering of the Bonds. The District acknowledges that it has previously provided the Underwriter with an acknowledgment of receipt of the required disclosure under Rule G-17 of the Municipal Securities Rulemaking Board (“MSRB”).

Section 2. The Bonds. The Bonds shall be issued pursuant to Section 53506 et seq. of the California Government Code and other applicable law (the “Act”), and in accordance with Resolution No. ____ of the Board of Education of the District (the “Board”), adopted on [May 5], 2016 (the “Resolution”) with respect to the Bonds. The Bonds shall conform in all respects to the terms and provisions set forth in the Resolution, that certain Paying Agent Agreement dated as of [June] 1, 2016 (the “Paying Agent Agreement”), to be entered into by and between the District and the Director of Finance of the County of Sacramento, as paying agent (the “Paying Agent”), and in Appendix A to this Purchase Contract. Capitalized terms used but not defined herein shall have the meanings ascribed thereto in the Resolution.

The Bonds shall be dated their date of delivery, expected to be [June] __, 2016, shall mature on August 1 in each of the years, in the principal amounts and bear interest at the rates shown in Appendix A. Interest on the Bonds shall be payable on February 1, 2017, and thereafter on February 1 and August 1 in each year until maturity or prior redemption.

The Bonds shall be subject to optional and mandatory sinking fund redemption on the terms and on the dates shown in Appendix A.

[Payment of principal of and interest on the Bonds (the “Insured Bonds”) when due will be guaranteed under an insurance policy (the “Policy”) to be issued concurrently with the delivery of the Bonds by [INSURER] (the “Bond Insurer”).]

The Bonds shall otherwise be as described in the Preliminary Official Statement of the District with respect thereto, dated _____, 2016 (together with the appendices thereto, any documentation incorporated therein by reference, and any supplements or amendments thereto, the “Preliminary Official Statement”).

One fully registered certificate for each maturity of the Bonds will be prepared and delivered as described in Section 8 hereof, registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, NY (“DTC”), and will be made available to the Underwriter for inspection at such place as may be mutually agreed to by the Underwriter and the District, not less than three Business Days prior to the Closing Date, as defined in Section 3 below. The Underwriter shall order CUSIP identification numbers and the District shall cause such CUSIP identification numbers to be printed on the Bonds, but neither the failure to print such number on any Bond nor any error with respect thereto shall constitute cause for a failure or refusal by the Underwriter to accept delivery of and pay for the Bonds in accordance with the terms of this Purchase Contract.

Section 3. Offering. The Underwriter hereby certifies that it has made a bona fide public offering of all the Bonds as of the date hereof at the initial public offering prices shown in the table attached to Appendix A hereto. Subsequent to such initial public offering, the Underwriter reserves the right to change such initial public offering prices or yields as it deems necessary in connection with the marketing of the Bonds. On or prior to [June] __, 2016 (the “Closing Date”), the Underwriter shall provide the District with information regarding the prices at which a representative portion of each maturity of the Bonds was sold to the public, in such form as Bond Counsel may reasonably request, for purposes of determining the yield on the Bonds.

The District hereby ratifies, approves and confirms the distribution of this Purchase Contract, the Resolution, the Paying Agent Agreement, the Preliminary Official Statement and the Official Statement (defined herein) in connection with the public offering and sale of the Bonds by the Underwriter.

The Underwriter hereby represents that it has received and reviewed the Preliminary Official Statement, and hereby agrees that it will provide, consistent with the requirements of MSRB Rule G-32, for the delivery of a copy of the final Official Statement describing the Bonds, dated the date hereof (the “Official Statement”), to each customer who purchases any Bonds during the underwriting period (as such term is defined in MSRB Rule G-11), and to deliver a copy of the Official Statement to the MSRB in electronic format as prescribed by the MSRB on or before the Closing Date, and otherwise to comply with all applicable statutes and regulations in connection with the offering and sale of the Bonds, including, without limitation, MSRB Rule G-32 and 17 CFR Section 240.15c2-12, promulgated by the Securities and Exchange Commission (“Rule 15c2-12”).

The Underwriter hereby agrees that prior to the time the final Official Statement is available, the Underwriter will send to any potential purchaser of the Bonds, upon request, a copy of the most recent Preliminary Official Statement. Such Preliminary Official Statement shall be sent by first-class mail (or other equally prompt means) not later than the first Business Day following the date upon which each such request is received.

The District represents that it has duly authorized and caused the preparation and delivery of the Preliminary Official Statement and it has deemed the Preliminary Official Statement to be final, except for either revision or addition of the offering price(s), interest rate(s), yield(s) to maturity, selling compensation, aggregate principal amount, principal amount per maturity, delivery date, rating(s), redemption provisions and other terms of the Bonds which depend upon the foregoing as provided in and pursuant to Rule 15c2-12, and consents to and ratifies the use and distribution by the Underwriter of the Preliminary Official Statement in connection with the public offering of the Bonds by the Underwriter.

The District will deliver to the Underwriter within seven Business Days from the date hereof, as many copies of the Official Statement as the Underwriter shall reasonably request (not to exceed 150), signed by the Authorized District Representative, substantially in the form of the Preliminary Official Statement with such changes thereto as shall be approved by the Underwriter, which approval shall not be unreasonably withheld.

Section 4. Representations and Agreements of the District. The District represents to and agrees with the Underwriter that, as of the date hereof and as of the date of the Closing:

(a) The District is a school district duly organized and validly existing under the constitution and general laws of the State of California.

(b) The District has full legal right, power and authority to enter into this Purchase Contract, to adopt the Resolution, to enter into the Paying Agent Agreement, and to observe and perform the District's covenants and agreements contained herein and therein.

(c) The District has duly adopted the Resolution in accordance with the laws of the State of California; the Resolution is in full force and effect and has not been amended, modified or rescinded, and all representations of the District set forth in the Resolution are true and correct; the District has duly authorized and approved the execution and delivery of, and the observance and performance by the District of its covenants and agreements contained in the Bonds, the Paying Agent Agreement, and this Purchase Contract, and the District has complied, and will at the Closing be in compliance in all respects, with its obligations in connection with the issuance of the Bonds contained in this Purchase Contract, the Resolution, the Paying Agent Agreement, and the Bonds.

(d) No consent, approval, authorization, order, filing, registration, qualification, election or referendum, of or by any person, organization, court or governmental agency or public body whatsoever is required in connection with the issuance, delivery or sale of the Bonds or the consummation of the other transactions effected or contemplated herein or hereby. The District gives no representation or warranty with regard to compliance with Blue Sky or similar securities requirements.

(e) The District represents to the Underwriter that the Preliminary Official Statement has been "deemed final" by the District as of its date within the meaning of paragraph (a)(2) of Rule 15c2-12, except for the omission of some or all of such information the omission of which is permitted under Rule 15c2-12.

(f) The Preliminary Official Statement as of its date does not, and the Official Statement as of its date will not, and if supplemented or amended, as of the date of any such supplement or amendment, will not, contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading; excluding in each case any information contained therein relating to DTC or its book-entry-only system; [information contained therein relating to the Bond Insurer or the Policy;] CUSIP numbers of the Bonds; information contained therein describing the investment policy of the County of Sacramento (the "County"), its current portfolio holdings, and valuation procedures (as they relate to funds of the District held by the Director of Finance of the County (the "Director of Finance")); information provided by the Underwriter regarding CUSIP numbers or the prices or yields at which the Bonds were re-offered to the public, as to all of which the District expresses no view. The District disclaims any obligation

after the date of Closing to update the Preliminary Official Statement and the Official Statement, except as set forth in paragraph (g) below.

(g) The District agrees that, for a period of 25 days after the “end of the underwriting period” (as defined in Rule 15c2-12), if any event of which it has actual knowledge occurs which might cause the information in the Official Statement as then in existence to contain any untrue or misleading statement of a material fact or omit to state any fact required to be stated therein or necessary to make the statements therein, in light of the circumstances under which such statements were made, not misleading, the District shall promptly notify the Underwriter in writing of the circumstances and details of such event. If, as a result of such event or any other event, it is necessary, in the reasonable opinion of the Underwriter, to amend or supplement the Official Statement so that the Official Statement does not contain any untrue or misleading statement of a material fact or omit to state any fact required to be stated therein or necessary to make the statements therein, in light of the circumstances under which such statements were made, not misleading, and if the Underwriter shall have so advised the District, the District shall forthwith cooperate with the Underwriter in the prompt preparation and furnishing to the Underwriter, at the expense of the District, of a reasonable number of copies of an amendment of or a supplement to the Official Statement, in form and substance satisfactory to the Underwriter, which will so amend or supplement the Official Statement so that, as amended or supplemented, it will not contain any untrue or misleading statement of a material fact or omit to state any fact required to be stated therein or necessary to make the statements therein, in light of the circumstances under which such statements were made, not misleading. The District shall promptly advise the Underwriter of the commencement of any action, suit, proceeding, inquiry or investigation seeking to prohibit, restrain or otherwise affect the use of the Official Statement in connection with the offering, sale or distribution of the Bonds. Unless the Underwriter otherwise advises the District in writing that the end of the underwriting period shall be another specified date, the end of the underwriting period shall be the Closing Date.

(h) The District will undertake, pursuant to the Paying Agent Agreement and a Continuing Disclosure Certificate, to provide certain annual financial information and notices of the occurrence of certain enumerated events. A form of this undertaking is set forth in the Preliminary Official Statement and will also be set forth in the final Official Statement. Based on a review of its prior undertakings under Rule 15c2-12, and except as otherwise disclosed in the Official Statement, the District has never failed to comply in all material respects with any previous undertakings with regard to Rule 15c2-12 to provide annual reports or notices of enumerated events with respect to the last five years.

(i) The issuance of the Bonds, and the execution, delivery and performance of this Purchase Contract, the Resolution, the Paying Agent Agreement, and the Bonds, and the compliance with the provisions hereof and thereof, do not conflict with or constitute on the part of the District a violation of or material default under the Constitution of the State of California or any existing law, charter, ordinance, regulation, decree, order or resolution and do not conflict with or result in a violation or breach of, or constitute a

material default under, any agreement, indenture, mortgage, lease or other instrument to which the District is a party or by which it is bound or to which it is subject.

(j) As of the time of acceptance hereof, no action, suit, proceeding, hearing or investigation is pending or, to the best knowledge of the District, threatened against the District: (i) in any way affecting the existence of the District or in any way challenging the respective powers of the several offices or of the title of the officials of the District to such offices; or (ii) seeking to restrain or enjoin the sale, issuance or delivery of any of the Bonds, the application of the proceeds of the sale of the Bonds, or the collection of revenues or assets of the District pledged or to be pledged or available to pay the principal of and interest on the Bonds, or the pledge thereof, or the levy of any taxes contemplated by the Resolution or in any way contesting or affecting the validity or enforceability of the Bonds, this Purchase Contract, the Paying Agent Agreement, or the Resolution, contesting the powers of the District or the Resolution or this Purchase Contract or the entitlement of the officers of the District who have signed the Bonds and the various certificates and agreements of the District relating to the issuance and sale of Bonds, to their respective offices; or (iii) in which a final adverse decision could (A) materially adversely affect the operations of the District or the consummation of the transactions contemplated by this Purchase Contract, the Paying Agent Agreement or the Resolution; (B) declare this Purchase Contract to be invalid or unenforceable in whole or in material part; or (C) adversely affect the exclusion of the interest paid on the Bonds from gross income for federal income tax purposes and the exemption of such interest from State of California personal income taxation.

(k) Between the date hereof and the Closing Date, without the prior written consent of the Underwriter, the District will not have issued, nor will the County have issued in the name and on behalf of the District, any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Official Statement.

(l) The District has not received a qualified or negative certification in its most recent interim report pursuant to Section 42130 et seq. of the California Education Code.

(m) The District has, and has had, no financial advisory relationship with the Underwriter with respect to the Bonds, nor with any investment firm controlling, controlled by or under common control with the Underwriter.

(n) The District hereby agrees to take any and all actions as may be required by the County or otherwise necessary in order to arrange for the levy and collection of taxes, payment of the Bonds, and the deposit and investment of Bond proceeds. In particular, the District hereby agrees to provide to the Director of Finance a copy of the Resolution, a copy of Appendix A hereto, and the full debt service schedule for the Bonds.

Section 5. Representations and Agreements of the Underwriter. The Underwriter represents to and agrees with the District that, as of the date hereof and as of the Closing Date:

(a) The Underwriter is duly authorized to execute this Purchase Contract and to take any action under this Purchase Contract required to be taken by it, and the undersigned officer of the Underwriter is duly authorized to sign this Purchase Contract on behalf of the Underwriter and to bind the Underwriter hereby.

(b) The Underwriter is in compliance with MSRB Rule G-37 with respect to the District and is not prohibited thereby from acting as underwriter with respect to securities of the District.

(c) The Underwriter has not paid or agreed to pay, nor will it pay or agree to pay, any entity, company, firm, or person (including, but not limited to the District's municipal financing consultant, or any officer, agent or employee thereof), other than a bona fide officer, agent or employee working for the Underwriter, any compensation, fee, gift or other consideration contingent upon or resulting from the award of or entering into this Purchase Contract.

(d) The Underwriter has no, and has had no, financial advisory relationship, as that term is defined in Section 53590(c) of California Government Code, with the District with respect to the Bonds, and no investment firm controlling, controlled by or under common control with the Underwriter has, or has had, any such financial advisory relationship.

(e) The Underwriter has reasonably determined that the District's undertaking pursuant to Sections 4(h) and 6(a)(9) hereof to provide continuing disclosure with respect to the Bonds is sufficient to effect compliance with Rule 15c2-12.

Section 6. Conditions to Closing. The Underwriter has entered into this Purchase Contract in reliance upon the representations and warranties of the District contained herein and the performance by the District of its obligations hereunder, both as of the date hereof and as of the Closing Date. The Underwriter's obligations under this Purchase Contract are, and shall be subject at the option of the Underwriter, to the following further conditions at the Closing:

(a) The representations and warranties of the District contained herein shall be true, complete and correct in all material respects at the date hereof and at and as of the Closing, as if made at and as of the Closing, and the statements made in all certificates and other documents delivered to the Underwriter at the Closing pursuant hereto shall be true, complete and correct in all material respects on the date of the Closing; and the District shall be in compliance with each of the agreements made by it in this Purchase Contract.

(b) At the time of the Closing, (i) the Official Statement, the Paying Agent Agreement, the Resolution, this Purchase Contract and the Continuing Disclosure Certificate shall be in full force and effect and shall not have been amended, modified or supplemented except as may have been agreed to in writing by the Underwriter; (ii) all actions under the Act which, in the opinion of Bond Counsel, shall be necessary in connection with the transactions contemplated hereby, shall have been duly taken and shall be in full force and effect; and (iii) the District shall perform or have performed all

of its obligations required under or specified in the Resolution, the Paying Agent Agreement, , the Continuing Disclosure Certificate, this Purchase Contract or the Official Statement to be performed at or prior to the Closing.

(c) No decision, ruling or finding shall have been entered by any court or governmental authority since the date of this Purchase Contract (and not reversed on appeal or otherwise set aside), or to the best knowledge of the District, pending or threatened which has any of the effects described in Section 4(j) hereof or contesting in any way the completeness or accuracy of the Official Statement.

(d) At or before the Closing Date, and contemporaneously with the acceptance of delivery of the Bonds, the District will provide to the Underwriter:

(i) a certificate, signed by an official of the District, confirming to the Underwriter that the Preliminary Official Statement as of its date did not, and the Official Statement as of its date and at the time of Closing did not and does not, to the best of the knowledge of said official, contain any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading, and that there has been no material adverse change in the financial condition or affairs of the District which would make it unreasonable for the purchaser of the Bonds to rely upon the Official Statement in connection with the resale of the Bonds; excluding in each case any information contained therein relating to DTC or its book-entry-only system; [information contained therein relating to the Bond Insurer or the Policy;] CUSIP numbers of the Bonds; information contained therein describing the investment policy of the County, its current portfolio holdings, and valuation procedures (as they relate to funds of the District held by the Director of Finance); information provided by the Underwriter regarding the prices or yields at which the Bonds were re-offered to the public, as to all of which the District expresses no view;

(ii) a certificate or certificates, signed by an official of the County, confirming to the Underwriter that the Preliminary Official Statement as of its date did not, and the Official Statement as of its date and at the Closing Date did not and does not, to the best of the knowledge of said official, solely with respect to the information contained therein describing the County's investment policy, current portfolio holdings, and valuation procedures (as they relate to funds of the District held by the Director of Finance), contain any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading;

(iii) a certificate, signed by an official of the District (or an opinion of counsel to the District), confirming to the Underwriter that, as of the date of this Purchase Contract and on the Closing Date, there is no litigation pending, with service of process completed, or, to the best of the knowledge of said person, threatened, concerning the validity of the Bonds, the levy of taxes to repay the

Bonds or the application of tax proceeds to that purpose, the corporate existence of the District, or the entitlement of the officers of the District who have signed the Bonds and the various certificates and agreements of the District relating to the issuance and sale of Bonds, to their respective offices;

(iv) a certificate or certificates, signed by an official of the District, confirming to the Underwriter that as of the Closing Date all of the representations of the District contained in this Purchase Contract are true, and that the Resolution is in full force and effect and has not been amended, modified or rescinded;

(v) the opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel with respect to the issuance of the Bonds (“Bond Counsel”), addressed to the District, approving the validity of the Bonds, substantially in the form set forth as Appendix D to the Official Statement, together with a reliance letter from Bond Counsel to the effect that the Underwriter may rely upon the approving opinion described above;

(vi) the duly executed Tax Certificate of the District, dated the Closing Date, in form satisfactory to Bond Counsel;

(vii) the receipts of the County and _____, as Cost Administrator (“Cost Administrator”), confirming payment by the Underwriter of the respective portions of the purchase price of the Bonds;

(viii) the Continuing Disclosure Certificate of the District, in substantially the form attached to the Preliminary Official Statement;

(ix) a certified copy of the adopted Resolution;

(x) an executed copy of the Paying Agent Agreement;

(xi) an executed copy of this Purchase Contract;

(xii) an executed copy of the Official Statement;

(xiii) an executed copy of the Cost Administrator Agreement;

(xiv) a certificate signed by a District official setting forth a projection evidencing that tax rates with respect to the Bonds are projected not to exceed \$60 per \$100,000 of assessed value during the term of the Bonds, and a certificate signed by a County official confirming that the District is in compliance with applicable bonding capacity limitations;

(xv) the letter of Standard & Poor’s to the effect that such rating agency has rated the Bonds “__” (or such other equivalent rating as such rating agency may give), and that such rating has not been revoked or downgraded [and, with respect to the Insured Bonds, a rating letter from Standard & Poor’s to the effect

that such rating agency has rated the Insured Bonds “__” without regard to the issuance of the policy by the Bond Insurer (or such other equivalent ratings as such rating agency may give), and that such rating has not been revoked or downgraded];

(xvi) [the Policy;

(xvii) a certificate of the Bond Insurer in form and substance satisfactory to the Underwriter and Bond Counsel;

(xviii) an opinion of counsel to the Bond Insurer addressed to the District and the Underwriter in form and substance satisfactory to Bond Counsel and the Underwriter;]

(xix) a supplemental opinion of Bond Counsel in a form acceptable to the Underwriter, dated the Closing Date and addressed to the Underwriter, in substantially the form attached hereto as Appendix B;

(xx) an opinion of Kutak Rock LLP, Counsel to the Underwriter, dated the Closing Date and addressed to the Underwriter, in form and substance acceptable to the Underwriter; and

(xxi) such additional opinions, certificates, and documents as Bond Counsel or the Underwriter may reasonably request to evidence the truth and correctness, as of the Closing Date, of the representations of the parties contained herein, and of the District contained in the Official Statement, and the due performance or satisfaction by the parties at or prior to such time of all agreements then to be performed and all conditions then to be satisfied.

(e) On or before the Closing Date, and contemporaneously with the acceptance of delivery of the Bonds and the payment of the purchase price thereof, the Underwriter will provide to the District:

(i) the receipt of the Underwriter, in form satisfactory to the District and signed by an authorized officer of the Underwriter, confirming delivery of the Bonds to the Underwriter and the satisfaction of all conditions and terms of this Purchase Contract by the District (unless waived by the Underwriter), and confirming to the District that as of the Closing Date all of the representations of the Underwriter contained in this Purchase Contract are true, complete and correct in all material respects; and

(ii) the certification of the Underwriter, in form satisfactory to Bond Counsel, regarding the prices at which the Bonds have been reoffered to the public, as described in Section 3 hereof.

Section 7. Termination.

(a) ***By District.*** In the event of the District's failure to deliver the Bonds on the Closing Date, or inability of the District to satisfy the conditions to the obligations of the Underwriter contained herein (unless waived by the Underwriter), or if the obligations of the Underwriter shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract shall terminate.

(b) ***By Underwriter.***

(i) ***Excused.*** If the District shall be unable to satisfy the conditions to the Underwriter's obligations contained in this Purchase Contract or if the Underwriter's obligations shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract may be cancelled by the Underwriter at, or at any time prior to, the time of Closing. Notice of such cancellation shall be given to the District in writing, or by telephone or telegraph, confirmed in writing. Notwithstanding any provision herein to the contrary, the performance of any and all obligations of the District hereunder and the performance of any and all conditions contained herein for the benefit of the Underwriter may be waived by the Underwriter in writing in its sole discretion. The Underwriter may also terminate this Purchase Contract, without any liability therefor, by notification to the District if as of the Closing Date any of the following shall have had a material adverse effect on the marketability or market price of the Bonds, in the reasonable opinion of the Underwriter, upon consultation with the District:

(A) there shall have occurred and be continuing the declaration of a general banking moratorium by any authority of the United States or the State of New York or the State of California;

(B) there shall be in force a general suspension of trading or other material restrictions not in force as of the date hereof on the New York Stock Exchange or other national securities exchange;

(C) legislation shall have been enacted or introduced by the Congress of the United States, or passed by and still pending before either House of the Congress, or recommended or endorsed to the Congress for passage by the President of the United States, or favorably reported for passage to and still pending before either House of the Congress by any committee of such House to which such legislation has been referred for consideration, or a decision shall have been rendered by a court of the United States, or the United States Tax Court, or a ruling or regulation shall have been issued by the U.S. Treasury, with respect to federal taxation of interest received on securities of the general character of the Bonds, or legislation shall have been enacted by the State of California which renders interest on the Bonds not exempt from State of California personal income taxes, which in the reasonable opinion of the Underwriter materially adversely affects the marketability or market price of the Bonds;

(D) legislation shall have been enacted, or a decision of a court of the United States shall have been rendered or any action shall have been taken by, or on behalf of, the Securities and Exchange Commission or any other governmental agency having jurisdiction in the subject matter which, in the opinion of Bond Counsel, has the effect of requiring the contemplated distribution of the Bonds to be registered under the Securities Act of 1933, as amended, or the Securities Exchange Act of 1934, as amended, or the Resolution or the Paying Agent Agreement to be qualified under the Trust Indenture Act of 1939, as amended;

(E) the New York Stock Exchange or other national securities exchange, or any governmental authority, shall impose and there shall be in effect, as to the Bonds or obligations of the general character of the Bonds, any material restrictions not now in force, or increase materially those now in force, with respect to the extension of credit by, or the charges to the net capital requirements of, underwriters;

(F) Congress shall have made a formal declaration of war, or the President of the United States shall have ordered a new major engagement in or escalation of military hostilities, or there shall have occurred a declared national emergency that interrupts or causes disorder to the operation of the financial markets in the United States;

(G) the withdrawal or downgrading of any underlying rating or credit watch status or outlook of the District's outstanding indebtedness by a national rating agency; and

(H) any event occurring, or information becoming known which, in the reasonable judgment of the Underwriter, makes untrue in any material adverse respect any statement or information set forth in the Official Statement, or has the effect that the Official Statement contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading.

(ii) *Unexcused.* In the event the Underwriter shall fail (other than for a reason permitted by this Purchase Contract) to pay for the Bonds upon tender of the Bonds at the Closing, the Underwriter shall have no right in or to the Bonds.

Section 8. Closing. At or before 9:00 a.m., California time, on [June] __, 2016, or at such other date and time as shall have been mutually agreed upon by the District and the Underwriter, the District will deliver or cause to be delivered to the Underwriter the Bonds in book-entry form duly executed by the District, together with the other documents described in Section 6(a) hereof; and the Underwriter will accept such delivery and pay the purchase price of the Bonds as set forth in Section 1 hereof in immediately available funds by federal funds wire, in an aggregate amount equal to such purchase price, plus accrued interest, if any, on the Bonds

from the date thereof to the date of such payment, and shall deliver to the District the other documents described in Section 6(d) hereof, as well as any other documents or certificates Bond Counsel shall reasonably require.

Payment for the delivery of the Bonds as described herein shall be made by the Underwriter to the County and the Cost Administrator, as appropriate. The Bonds will be delivered through the facilities of DTC in New York, New York, or at such other place as shall have been mutually agreed upon by the District and the Underwriter. All other documents to be delivered in connection with the delivery of the Bonds shall be delivered at the offices of Orrick, Herrington & Sutcliffe LLP, San Francisco, California.

Section 9. Expenses.

(a) The Underwriter, on behalf of the District, shall pay any expenses incident to the performance of the District's obligations hereunder in an amount not to exceed \$[_____] pursuant to Section 1, which expenses may include: (i) the cost of the preparation and reproduction of the Resolution and the Paying Agent Agreement; (ii) the fees and disbursements of District counsel; (iii) the fees and disbursements of Bond Counsel and Disclosure Counsel; (iv) the costs of the preparation, printing and delivery of the Bonds; (v) the costs of the preparation, printing and delivery of the Preliminary Official Statement, the Official Statement, and any amendment or supplement thereto in the quantity requested by the Underwriter in accordance herewith; (vi) initial rating fees of Standard & Poor's, together with any travel expenses related thereto; (vii) [bond insurance premium; (viii)] fees and expenses of the Paying Agent for the Bonds; (ix) fees and expenses of the Cost Administrator; (xi) fees and expenses of the County; and (xii) fees and expenses of the Financial Advisor. The balance of any costs of issuance not paid by the Underwriter to the extent such costs of issuance shall exceed \$_____ shall be paid by the District. The Underwriter shall wire an amount equal to [(i)] \$_____ to the Cost Administrator for the payment of such expenses [and (ii) \$_____ to the Bond Insurer for the payment of the premium for the Policy.]

(b) All other costs and expenses incurred by the Underwriter as a result of or in connection with the purchase of the Bonds and their public offering and distribution shall be borne by the Underwriter, including, but not limited to (i) clearing house fees, (ii) DTC fees, (iii) CUSIP fees, (iv) fees required to be paid to the California Debt and Investment Advisory Commission ("CDIAC"), (v) fees of counsel to the Underwriter, and (vi) costs or fees of qualifying the Bonds for offer and sale in various states chosen by the Underwriter and the costs or fees of preparing Blue Sky or legal investment memoranda to be used in connection therewith.

Section 10. Notices. Any notice or other communication to be given under this Purchase Contract (other than the acceptance hereof as specified in the introductory paragraph hereof) may be given to the District or the Underwriter by delivering the same in writing to the District or the Underwriter at the addresses given below, or such other address as the District or the Underwriter may designate by notice to the other party.

to the District: Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Attention: Chief Business Officer

to the Underwriter: Stifel, Nicolaus & Company, Incorporated
35th Floor
One Montgomery Street
San Francisco, CA 94104
Attention: Bruce Kerns

Section 11. Governing Law. The validity, interpretation and performance of this Purchase Contract shall be governed by the laws of the State of California.

Section 12. Parties in Interest. This Purchase Contract when accepted by the District in writing as heretofore specified shall constitute the entire agreement between the District and the Underwriter, and is solely for the benefit of the District and the Underwriter (including the successors or assigns thereof). No other person shall acquire or have any rights hereunder or by virtue hereof. All representations and agreements in this Purchase Contract of each of the parties hereto shall remain operative and in full force and effect, regardless of (a) delivery of and payment for the Bonds hereunder, or (b) any termination of this Purchase Contract.

Section 13. Headings. The headings of the paragraphs and sections of this Purchase Contract are inserted for convenience of reference only and shall not be deemed to be a part hereof.

Section 14. Effectiveness. This Purchase Contract shall become effective upon the execution of the acceptance hereof by the Authorized District Representative and the Underwriter, and shall be valid and enforceable at the time of such acceptance.

Section 15. Counterparts. This Purchase Contract, for the purchase and sale of the Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q) Series 2016, may be executed in several counterparts, which together shall constitute one and the same instrument.

[Remainder of page intentionally left blank]

Respectfully submitted,

STIFEL, NICOLAUS & COMPANY,
INCORPORATED, as Underwriter

By _____
Authorized Officer

SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT

By _____
Authorized District Representative

Date of Execution: [June] __, 2016

Time of Execution: _____ p.m.

APPENDIX A

PURCHASE CONTRACT

**TERMS OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
GENERAL OBLIGATION BONDS,
ELECTION OF 2012 (MEASURE Q), 2016 SERIES D**

Interest Rates

See attached Pricing Report from Underwriter as Schedule A.

Principal Payments

See attached Pricing Report from Underwriter as Schedule A.

Terms of Redemption

Optional Redemption of Bonds. The Bonds maturing on or before August 1, 202_ shall not be subject to redemption prior to their respective stated maturity dates. The Bonds maturing on and after August 1, 202_, shall be subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, as a whole or in part on any date on or after August 1, 202_, at a redemption price of par plus accrued interest to the redemption date, without premium.

Mandatory Sinking Fund Redemption of Bonds. The \$_____ Term Bond maturing on August 1, 20__, is subject to mandatory sinking fund redemption on each Mandatory Sinking Fund Redemption Date and in the respective principal amounts as set forth in the following schedule, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption:

**Mandatory Sinking
Fund Redemption Date
(August 1)**

Principal Amount To Be Redeemed

\$

¹ Maturity.

The \$_____ Term Bond maturing on August 1, 20__, is also subject to mandatory sinking fund redemption on each Mandatory Sinking Fund Redemption Date and in the respective principal amounts as set forth in the following schedule, at a redemption price equal to

100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption:

**Mandatory Sinking
Fund Redemption Date
(August 1)**

Principal Amount To Be Redeemed

\$

1

¹ Maturity.

SCHEDULE A

APPENDIX B

FORM OF SUPPLEMENTAL OPINION OF BOND COUNSEL

[Closing Date]

Stifel, Nicolaus & Company,
Incorporated
San Francisco, California

Sacramento City Unified School District
General Obligation Bonds, Election of 2012 (Measure Q),
2016 Series D

(Supplemental Opinion)

Ladies and Gentlemen:

This letter is addressed to you, as Underwriter, pursuant to Section 6(d)(xix) of the Bond Purchase Agreement, dated May __, 2016 (the "Purchase Contract"), between you and the Sacramento City Unified School District (the "District"), providing for the purchase of \$_____ aggregate principal amount of Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D (the "Bonds"). The Bonds are being issued under and pursuant to a resolution of the Board of Education of the District adopted on May [5], 2016 (the "Resolution") and a Paying Agent Agreement, dated as of June 1, 2016 (the "Paying Agent Agreement"), by and between the District and the County of Sacramento, as paying agent (the "Paying Agent"). Capitalized terms not otherwise defined herein shall have the meanings ascribed thereto in the Paying Agent Agreement or, if not defined in the Paying Agent Agreement, in the Purchase Contract.

We have delivered our final legal opinion (the "Bond Opinion") as bond counsel to the District concerning the validity of the Bonds and certain other matters, dated the date hereof and addressed to the District. You may rely on such opinion as though the same were addressed to you.

In connection with our role as bond counsel to the District, we have reviewed the Purchase Contract, the Resolution, the Paying Agent Agreement, the Tax Certificate, certain portions of the official statement of the District, dated May __, 2016, with respect to the Bonds (the "Official Statement"), opinion of counsel to the District, certificates of the District and others, and such other documents, opinions and matters to the extent we deemed necessary to provide the opinions or conclusions set forth herein.

The opinions and conclusions expressed herein are based on an analysis of existing laws, regulations, rulings and court decisions and cover certain matters not directly addressed by such authorities. Such opinions or conclusions may be affected by actions taken or omitted or events

occurring after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions are taken or omitted or events do occur or any other matters come to our attention after the date hereof. We have assumed the genuineness of all documents and signatures presented to us (whether as originals or as copies) and the due and legal execution and delivery thereof by, and validity against, any parties other than the District. We have assumed, without undertaking to verify, the accuracy of the factual matters represented, warranted or certified in the documents, and of the legal conclusions contained in the opinions, referred to in the third paragraph hereof. We have further assumed compliance with all covenants and agreements contained in such documents. In addition, we call attention to the fact that the rights and obligations under the Bonds, the Resolution, the Paying Agent Agreement, the Tax Certificate and the Purchase Contract and their enforceability may be subject to bankruptcy, insolvency, reorganization, receivership, arrangement, fraudulent conveyance, moratorium and other laws relating to or affecting creditors' rights, to the application of equitable principles, to the exercise of judicial discretion in appropriate cases and to the limitations on legal remedies against school districts and counties in the State of California. We express no opinion with respect to any indemnification, contribution, liquidated damages, penalty (including any remedy deemed to constitute a penalty), right of set-off, arbitration, judicial reference, choice of law, choice of forum, choice of venue, non-exclusivity of remedies, waiver or severability provisions contained in the foregoing documents.

Based on and subject to the foregoing, and in reliance thereon, as of the date hereof, we are of the following opinions or conclusions:

1. The Bonds are not subject to the registration requirements of the Securities Act of 1933, as amended, and the Paying Agent Agreement is exempt from qualification pursuant to the Trust Indenture Act of 1939, as amended. [No opinion is expressed with respect to the Bond Insurance.]

2. The Purchase Contract has been duly executed and delivered by, and is a valid and binding agreement of, the District.

3. The statements contained in the Official Statement under the captions "THE BONDS," "SECURITY AND SOURCE OF PAYMENT FOR THE BONDS," "TAX MATTERS," and APPENDIX D—"PROPOSED FORM OF BOND COUNSEL OPINION" excluding any material that may be treated as included under such captions by cross reference or reference to other documents or sources, insofar as such statements expressly summarize certain provisions of the Bonds, the Resolution, the Paying Agent Agreement and the form and content of our Bond Opinion, are accurate in all material respects.

4. We are not passing upon and do not assume any responsibility for the accuracy (except as explicitly stated in paragraph 3 above), completeness or fairness of any of the statements contained in the Official Statement, and make no representation that we have independently verified the accuracy, completeness or fairness of any such statements. We do not assume any responsibility for any electronic version of the Official Statement, and assume that any such version is identical in all respects to the printed version. In our capacity as bond counsel to the District in connection with the issuance of the Bonds, we participated in conferences with representatives of the Underwriter, Underwriter's counsel, representatives of

the District, District counsel, the Paying Agent, Capitol Public Finance Group, LLC, as financial advisor to the District, and others, during which conferences the contents of the Official Statement and related matters were discussed. Based on our participation in the above-referenced conferences (which did not extend beyond the date of the Official Statement), and in reliance thereon, on oral and written statements and representations of the District and others and on the records, documents, certificates, opinions and matters herein mentioned, subject to the limitations on our role as bond counsel, we advise you as a matter of fact and not opinion that no facts came to the attention of the attorneys in our firm rendering legal services with respect to the Official Statement which caused us to believe that the Official Statement as of its date and as of the date hereof (except for any CUSIP numbers, financial, accounting, statistical or economic, engineering or demographic data or forecasts, numbers, charts, tables, graphs, estimates, projections, assumptions or expressions of opinion, any information about relationships among the parties, book-entry, DTC, litigation, ratings, rating agencies, bond insurance, the Underwriter, underwriting, and the information contained in Appendices B, C, F, G [and H], included or referred to therein or omitted therefrom, which we expressly exclude from the scope of this paragraph and as to which we express no opinion or view) contained or contains any untrue statement of a material fact or omitted or omits to state any material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. No responsibility is undertaken or view expressed with respect to any other disclosure document, materials or activity, or as to any information from another document or source referred to by or incorporated by reference in the Official Statement.

This letter is furnished by us as bond counsel to the District. No attorney-client relationship has existed or exists between our firm and you in connection with the Bonds or by virtue of this letter. We disclaim any obligation to update this letter. This letter is delivered to you as Underwriter of the Bonds, is solely for your benefit as such Underwriter and is not to be used, circulated, quoted or otherwise referred to or relied upon for any other purpose or by any other person. This letter is not intended to, and may not, be relied upon by owners of Bonds or by any other party to whom it is not specifically addressed.

Very truly yours,

ORRICK, HERRINGTON & SUTCLIFFE LLP

CONTINUING DISCLOSURE CERTIFICATE

THIS CONTINUING DISCLOSURE CERTIFICATE (the “Disclosure Certificate”), dated as of _____, 2016, is executed and delivered by the Sacramento City Unified School District (the “District”) in connection with the issuance of \$_____ aggregate principal amount of Sacramento City Unified School District General Obligation Bonds, Election of 2012 (Measure Q), 2016 Series D (the “Bonds”). The Bonds are being issued pursuant to a resolution (the “Resolution”) adopted by the Board of Education of the District on [May 5], 2016, and in accordance with the terms of a Paying Agent Agreement, dated as of [June 1], 2016 (the “Paying Agent Agreement”), by and between the District and the County of Sacramento, as paying agent (the “Paying Agent”). The District covenants and agrees as follows:

SECTION 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriter in complying with Securities and Exchange Commission Rule 15c2-12(b)(5).

SECTION 2. Definitions. In addition to the definitions set forth in the Paying Agent Agreement, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Beneficial Owner” shall mean any person which has or shares the power, directly or indirectly, to make investment decisions concerning ownership of any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries).

“Dissemination Agent” shall mean Capitol Public Finance Group, LLC, or any successor Dissemination Agent designated in writing by the District and which has filed with the District a written acceptance of such designation.

“Holder” shall mean the person in whose name any Bond shall be registered.

“Listed Events” shall mean any of the events listed in Section 5(a) or (b) of this Disclosure Certificate.

“MSRB” shall mean the Municipal Securities Rulemaking Board or any other entity designated or authorized by the Securities and Exchange Commission to receive reports pursuant to the Rule. Until otherwise designated by the MSRB or the Securities and Exchange Commission, filings with the MSRB are to be made through the Electronic Municipal Market Access (EMMA) website of the MSRB, currently located at <http://emma.msrb.org>.

“Participating Underwriter” shall mean Stifel, Nicolaus & Company, Incorporated, or the original underwriter of the Bonds required to comply with the Rule in connection with offering of the Bonds.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine (9) months after the end of the District’s fiscal year (presently June 30), which date is April 1, commencing with the Annual Report for the fiscal year of the District ending June 30, 2016, provide to the Participating Underwriter and to the MSRB an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. Each Annual Report must be submitted in electronic format, accompanied by such identifying information as is prescribed by the MSRB, and may include by reference other information as provided in Section 4 of this Disclosure Certificate; provided that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. Neither the Paying Agent nor the Dissemination Agent shall have any duties or responsibilities with respect to the contents of the Annual Report. If the District’s fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(e).

(b) Not later than fifteen (15) Business Days prior to the date specified in subsection (a) for providing the Annual Report to the MSRB, the District shall provide the Annual Report to the Dissemination Agent and the Paying Agent (if the Paying Agent is not the Dissemination Agent). If by such date, the Dissemination Agent has not received a copy of the Annual Report, the Dissemination Agent shall contact the District and the Paying Agent to determine if the District is in compliance with the first sentence of this subsection (b).

(c) If the district is unable to provide the Annual Report to the MSRB by the date required in subsection (a) of this Section, the District shall send a notice to the MSRB through the EMMA website in substantially the form attached as Exhibit A.

(d) If the Annual Report is delivered to the Dissemination Agent for filing, the Dissemination Agent shall file a report with the District and (if the Dissemination Agent is not the Paying Agent) the Paying Agent certifying that the Annual Report has been provided pursuant to this Disclosure Certificate and stating the date it was provided to the MSRB.

SECTION 4. Content of Annual Reports. The District’s Annual Report shall contain or include by reference the following:

(a) Audited financial statements of the District for the preceding fiscal year, prepared in accordance with the laws of the State of California and including all statements and information prescribed for inclusion therein by the Controller of the State of California. If the District’s audited financial statements are not available by the time the Annual Report is required to be provided to the MSRB pursuant to Section 4(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be provided to the MSRB in the same manner as the Annual Report when they become available.

(b) Adopted budget of the District for the current fiscal year, or a summary thereof, and the first Interim Financial Report submitted to the District's governing board in accordance with Education Code Section 42130 (or its successor provision) together with any supporting materials submitted to the governing board.

(c) To the extent not included in the audited financial statement or annual budget of the District as indicated in paragraphs (a) and (b) above, the Annual Report shall also include the following:

1. The Average Daily Attendance for the District for the last completed fiscal year.
2. Assessed Value of taxable property within the District for the current fiscal year.
3. In the event that the Teeter Plan is not in effect, information regarding the Secured Tax Charge and Delinquency for the prior year.

(d) In addition to any of the information expressly required to be provided under subsections (a), (b) and (c) of this Section, the District shall provide such further information, if any, as may be necessary to make the specifically required statements, in the light of the circumstances under which there are made, not misleading.

Any or all of the items listed above may be set forth in one or a set of documents or may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been submitted to the MSRB through the EMMA website. If the document included by reference is a final official statement, it must be available from the MSRB. The District shall clearly identify each such other document so included by reference.

SECTION 5. Reporting of Significant Events.

(a) The District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds not later than ten business days after the occurrence of the event:

1. Principal and interest payment delinquencies;
2. Unscheduled draws on debt service reserves reflecting financial difficulties;
3. Unscheduled draws on credit enhancements reflecting financial difficulties;
4. Substitution of credit or liquidity providers, or their failure to perform;
5. Adverse tax opinions or issuance by the Internal Revenue Service of proposed or final determination of taxability or of a Notice of Proposed Issue (IRS Form 5701 TEB);

6. Tender offers;
7. Defeasances;
8. Rating changes; or
9. Bankruptcy, insolvency, receivership or similar event of the obligated person.

Note: for the purposes of the event identified in subparagraph (9), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

(b) The District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, if material, not later than ten business days after the occurrence of the event:

1. Unless described in paragraph 5(a)(5), other material notices or determinations by the Internal Revenue Service with respect to the tax status of the Bonds or other material events affecting the tax status of the Bonds;
2. Modifications to rights of Bond holders;
3. Optional, unscheduled or contingent Bond calls;
4. Release, substitution, or sale of property securing repayment of the Bonds, if any;
5. Non-payment related defaults;
6. The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms; or
7. Appointment of a successor or additional paying agent or the change of name of a paying agent.

(c) The District shall give, or cause to be given, in a timely manner, notice of a failure to provide the annual financial information on or before the date specified in Section 3, as provided in Section 3(b).

(d) Whenever the District obtains knowledge of the occurrence of a Listed Event described in Section 5(b), the District shall determine if such event would be material under applicable federal securities laws.

(e) If the District learns of the occurrence of a Listed Event described in Section 5(a), or determines that knowledge of a Listed Event described in Section 5(b) would be material under applicable federal securities laws, the District shall within ten business days of occurrence file a notice of such occurrence with the MSRB in electronic format, accompanied by such identifying information as is prescribed by the MSRB. Notwithstanding the foregoing notice of the Listed Event described in subsections 5(a)(7) or 5(b)(3) need not be given under this subsection any earlier than the notice (if any) of the underlying event is given to Holders of affected Bonds pursuant to the Resolution.

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(e).

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Dissemination Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate. The Dissemination Agent may resign by providing thirty days written notice to the District and the Paying Agent. The Dissemination Agent shall have no duty to prepare any report nor shall the Dissemination Agent be responsible for filing any report not provided to it by the District in a timely manner and in a form suitable for filing. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to the Disclosure Certificate. The District hereby appoints Capitol Public Finance Group, LLC, as the initial Dissemination Agent.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

(a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, or 5(a), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Bonds, or the type of business conducted;

(b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(c), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Disclosure Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder or Beneficial Owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate; provided that any such action may be instituted only in Superior Court of the State of California in and for the County of Sacramento or in U.S. District Court in or nearest to the County. The sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance, provided, that any such action may be instituted only in Superior Court of the State of California in and for the County of Sacramento or in U.S. District Court in or nearest to the County.

SECTION 11. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity.

SECTION 12. Governing Law. This Disclosure Certificate is made in the State of California and is to be construed under the Constitution and laws of the State of California, except where federal law applies.

SECTION 13. Counterparts. This Disclosure Certificate may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Date: _____, 2016

SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT

By _____
Chief Business Officer

CONTINUING DISCLOSURE EXHIBIT A

**FORM OF NOTICE TO THE MUNICIPAL SECURITIES RULEMAKING BOARD
OF FAILURE TO FILE ANNUAL REPORT**

Name of Issuer: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Name of Bond Issue: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
GENERAL OBLIGATION BONDS, ELECTION OF 2012
(MEASURE Q), 2016 SERIES D
Date of Issuance: _____, 2016

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by Section 4 of the Continuing Disclosure Certificate of the District, dated the Date of Issuance. [The District anticipates that the Annual Report will be filed by _____.]

Dated: _____

SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT

By _____ [to be signed only if filed]



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.3

Meeting Date: May 5, 2016

Subject: Update of 2016 Board Committee Structures

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

Division: Board of Education.

Recommendation: N/A

Background/Rationale: The Board of Education has ad hoc committees with Board members appointed to each committee annually. There are also other District committees in which Board members serve as liaisons. Committees can also be held as standing committees rather than ad hoc. The Board will discuss current committees and the benefits of having ad hoc or standing for the various committees.

Financial Considerations: N/A

Documents Attached:

None

Estimated Time of Presentation: 5 minutes

Submitted by: Christina Pritchett, Board President

Approved by: José L. Banda, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.4

Meeting Date: May 5, 2016

Subject: Monthly Facilities Update

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

Division: Facilities Support Services

Recommendation: N/A

Background/Rationale: At the request of the SCUSD Board of Education, Facilities Support Services will present a monthly project update. These monthly updates will provide the Board and the Community an opportunity to hear about the improvements being accomplished throughout the District.

Financial Considerations: N/A

LCAP GOAL (s): College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minute presentation

Submitted by: José L. Banda, Superintendent
Cathy Allen, Chief Operations Officer
Facilities Support Services

Approved by: José L. Banda

Board of Education Executive Summary

Facilities Support Services

Monthly Facilities Update
May 5, 2016



I. OVERVIEW / HISTORY

The Facilities Support Services Department continues its aggressive construction program utilizing funds from Measures Q and R, Emergency Repair Program (ERP) funding, Deferred Maintenance, Community Facilities Districts (CFD's) and, occasionally, other state, local and/or federal funding sources.

These monthly updates will provide the Board and the Community an opportunity to hear about the improvements being accomplished throughout the District.

II. DRIVING GOVERNANCE

- BP 7000 Facilities
- BP 7111 Evaluating Existing Facilities
- BP 7110 Facilities
- BP 3111 Business and Non-instructional Operations
- BP 7210 Facilities
- AR 7110 Facilities

III. BUDGET

General Obligation bonds, Deferred Maintenance, CFD's, ERP and other state, local and/or federal dollars.

IV. GOALS, OBJECTIVES, AND MEASURES

Honor the commitment to the District's taxpayers by identifying and completing work in a timely manner authorized by the voters in General Obligation bonds; continue implementation of the work identified in both the District's Sustainable Facilities Master Plan and the Five-Year Deferred Maintenance Plan; adhere to the regulations mandated by the State for projects approved under the Emergency Repair Program; to submit Energy Expenditures, defined by California Energy Commission guidelines, for the approval of projects funding through Proposition 39, the California Clean Energy Jobs Act; and to actively seek out and apply for any state funding available.

V. MAJOR INITIATIVES

Continue progress on projects identified in the Sustainable Facilities Master Plan.

Continue progress on projects identified in the District's Five-Year Deferred Maintenance Plan.

Board of Education Executive Summary

Facilities Support Services

Monthly Facilities Update

May 5, 2016



VI. RESULTS

The District is implementing a long-term plan to fund and implement approved projects.

VII. LESSONS LEARNED/NEXT STEPS

- Web-site outreach to site staff to be expanded to community.
- Update community and board as needed.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.1

Meeting Date: May 5, 2016

Subject: Business and Financial Information

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

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale:

- Enrollment and Attendance Report for Month 7 Ending March 18, 2016

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Engagement; College and Career Ready Students

Documents Attached:

1. Enrollment and Attendance Report for Month 7 Ending March 18, 2016

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 7, ENDING FRIDAY, MARCH 18, 2016
 TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE		
	Kdgn	Grades 1-3	Grades 4-6				2015-2016 Actual Attendance	Cum Attd Days /122 2015-2016	PERCENTAGE 2015-2016
Abraham Lincoln Elementary	66	194	185	0	445	94.74%	423.16	94.91%	
Alice Birney Waldorf-Inspired K8	93	186	187	0	466	94.66%	446.44	95.77%	
Bret Harte Elementary	28	118	139	28	313	94.29%	292.71	94.30%	
Caleb Greenwood	83	221	167	8	479	95.34%	455.18	95.99%	
Camellia Basic Elementary	88	168	188	9	453	97.53%	446.80	97.84%	
Capital City School	5	12	34	0	51	97.09%	46.52	96.70%	
Caroline Wenzel Elementary	27	82	116	53	278	94.25%	270.18	95.13%	
Cesar Chavez ES	0	0	363	10	373	95.10%	339.91	95.76%	
Crocker/Riverside Elementary	87	257	288	0	632	96.21%	610.72	96.50%	
David Lubin Elementary	87	218	239	29	573	94.74%	531.10	95.08%	
Earl Warren Elementary	58	185	235	11	489	96.92%	474.21	96.84%	
Edward Kemble Elementary	143	390	0	12	545	93.48%	513.88	94.49%	
Elder Creek Elementary	112	321	352	0	785	95.49%	750.94	96.31%	
Ethel I Baker Elementary	115	306	337	0	758	93.69%	719.12	94.72%	
Ethel Phillips Elementary	70	243	219	23	555	93.63%	524.89	94.78%	
Father Keith B Kenny K-8 School	73	171	150	0	394	93.07%	366.30	94.02%	
Genevieve Didion Elementary	59	197	253	11	520	96.94%	509.33	96.96%	
Golden Empire Elementary	80	239	255	15	589	95.82%	568.34	96.88%	
H W Harkness Elementary	79	146	129	13	367	94.70%	348.18	95.31%	
Hollywood Park Elementary	50	133	127	36	346	94.90%	336.09	95.36%	
Home/Hospital	8	11	30	11	60	100.00%	20.49	100.00%	
Hubert H. Bancroft Elementary	77	192	203	22	494	94.37%	468.10	94.92%	
Isador Cohen Elementary	29	97	101	10	237	92.70%	212.89	94.05%	
James W Marshall Elementary	58	155	167	24	404	95.62%	387.75	95.97%	
John Bidwell Elementary	50	153	158	15	376	95.19%	358.84	96.49%	
John Cabrillo Elementary	38	143	138	53	372	94.14%	359.39	94.67%	
John D Sloat Elementary	30	90	100	18	238	94.90%	220.28	95.37%	
John H. Still K-8	95	286	270	0	651	93.94%	614.22	95.02%	
John Morse Therapeutic Center	0	0	0	40	40	95.27%	37.43	94.83%	
Leataata Floyd Elementary	58	152	117	21	348	93.56%	332.69	93.93%	
Leonardo da Vinci K - 8 School	113	271	279	35	698	95.77%	675.99	96.77%	
Mark Twain Elementary	46	118	156	25	345	95.31%	332.54	95.89%	
Martin Luther King Jr Elementary	47	142	175	34	398	94.37%	376.03	95.06%	
Matsuyama Elementary	87	273	283	8	651	96.47%	628.64	96.45%	
Nicholas Elementary	85	274	262	26	647	94.68%	621.24	95.30%	
O W Erlewine Elementary	35	129	143	16	323	95.79%	314.15	96.36%	
Oak Ridge Elementary	87	234	237	5	563	93.93%	545.94	95.09%	
Pacific Elementary	107	322	269	0	698	94.52%	661.57	95.30%	
Parkway Elementary School	87	245	230	30	592	92.60%	555.64	93.99%	
Peter Burnett Elementary	63	232	289	20	604	94.30%	585.75	95.86%	
Phoebe A Hearst Elementary	84	267	289	0	640	96.42%	621.03	96.94%	
Pony Express Elementary	48	168	205	13	434	95.95%	414.38	96.09%	
Rosa Parks K-8 School	55	138	176	13	382	94.46%	366.53	94.91%	
Sequoia Elementary	59	204	227	9	499	96.01%	469.98	96.22%	
Success Academy K-8	0	0	12	0	12	85.11%	8.46	90.21%	
Susan B Anthony Elementary	67	133	107	0	307	96.32%	300.07	96.78%	
Sutterville Elementary	81	218	277	6	582	95.63%	555.11	96.07%	
Tahoe Elementary	37	151	128	25	341	94.54%	310.13	94.57%	
Theodore Judah Elementary	111	257	230	19	617	94.80%	568.59	95.38%	
William Land Elementary	74	223	163	0	460	96.20%	438.26	96.55%	
Woodbine Elementary	29	117	141	19	306	94.72%	300.51	95.33%	
TOTAL ELEMENTARY SCHOOLS	3,296	9,322	9,656	789	23,063	94.96%	21,952.60	95.63%	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 7, ENDING FRIDAY, MARCH 18, 2016
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2015-2016 Actual Attendance	Cum Attd Days/122	PERCENTAGE 2015-2016
							2015-2016	
A M Winn Elementary K-8 Waldorf	21	8	29	0	29	95.17%	27.12	94.33%
Albert Einstein MS	338	364	702	36	738	95.83%	710.79	95.99%
Alice Birney Waldorf-Inspired K8	61	53	114	0	114	93.25%	109.73	95.26%
California MS	419	396	815	24	839	95.42%	811.52	96.02%
Capital City School	21	24	45	0	45	90.35%	28.59	93.19%
Father Keith B Kenny K-8 School	21	22	43	0	43	94.87%	43.27	95.48%
Fern Bacon MS	374	340	714	18	732	95.60%	709.52	96.01%
Genevieve Didion Elementary	54	59	113	0	113	97.68%	107.75	97.41%
Home/Hospital	6	7	13	4	17	100.00%	4.51	100.00%
John H. Still K-8	125	116	241	23	264	95.55%	252.40	96.03%
John Morse Therapeutic Center	0	0	0	16	16	82.81%	13.56	90.43%
Kit Carson MS	152	124	276	26	302	92.78%	282.67	94.58%
Leonardo da Vinci K - 8 School	69	54	123	13	136	97.68%	133.25	96.76%
Martin Luther King Jr Elementary	37	51	88	0	88	94.60%	84.61	95.57%
Rosa Parks K-8 School	182	205	387	34	421	93.95%	413.12	94.92%
Sam Brannan MS	251	238	489	46	535	95.17%	513.57	95.89%
School of Engineering and Science	124	129	253	0	253	97.14%	249.51	97.57%
Success Academy K-8	6	8	14	0	14	82.65%	8.25	84.48%
Sutter MS	580	566	1146	36	1182	96.80%	1159.00	96.99%
Will C Wood MS	304	325	629	26	655	95.75%	634.93	96.44%
TOTAL MIDDLE SCHOOLS	3,145	3,089	6,234	302	6,536	95.54%	6,297.67	96.11%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 7, ENDING FRIDAY, MARCH 18, 2016
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12					2015-2016 Actual Attendance	Cum Attd Days/122 2015-2016
American Legion HS	274	0	0	0	0	0	0	274	81.29%	207.68	79.46%
Arthur A. Benjamin Health Prof	0	52	53	41	42	188	18	206	92.27%	198.59	92.54%
C K McClatchy HS	0	553	552	519	479	2103	79	2182	94.67%	2073.76	95.68%
Capital City School	0	34	88	111	135	368	0	368	79.99%	278.24	82.89%
Hiram W Johnson HS	0	361	357	329	306	1353	142	1495	92.41%	1354.32	93.74%
Home/Hospital	0	5	13	7	9	34	15	49	100.00%	23.69	100.00%
John F Kennedy HS	0	584	486	498	497	2065	87	2152	96.05%	2067.12	96.57%
Kit Carson MS	0	49	41	0	0	90	0	90	94.59%	90.01	95.23%
Luther Burbank HS	0	422	407	374	333	1536	139	1675	91.43%	1538.62	92.64%
Rosemont HS	0	356	320	262	285	1223	85	1308	94.14%	1237.76	94.85%
School of Engineering and Science	0	90	71	55	46	262	0	262	96.96%	264.69	97.16%
The Academy	0	7	25	0	0	32	0	32	85.10%	16.08	85.45%
West Campus HS	0	217	230	201	197	845	0	845	96.69%	827.37	97.42%
TOTAL HIGH SCHOOLS	274	2,730	2,643	2,397	2,329	10,099	565	10,938	93.38%	10,177.93	94.33%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 7, ENDING FRIDAY, MARCH 18, 2016
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2015-2016 Actual Attendance	Cum Attd Days/122 2015-2016	PERCENTAGE 2015-2016
ELEMENTARY	23,063	94.96%	21,953	95.63%
MIDDLE	6,536	95.54%	6,298	96.11%
HIGH SCHOOL	10,938	93.38%	10,178	94.33%
TOTAL ALL DISTRICT SEGMENTS	40,537	94.64%	38,429	95.36%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 7, ENDING FRIDAY, MARCH 18, 2016
CHARTER SCHOOLS

2015-2016 DEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2015-2016 Actual Attendance	2015-2016	PERCENTAGE 2015-2016
Bowling Green-Mc Coy	75	205	188	0	0	12	480	95.92%	477.51	96.27%
Bowling Green-Chacon	56	153	153	0	0	0	362	96.36%	352.10	96.84%
George W. Carver SAS	0	0	0	0	291	7	298	95.74%	296.97	96.40%
New Joseph Bonnheim Charter	36	142	90	0	0	0	268	94.21%	242.75	95.93%
New Tech High	0	0	0	0	221	7	228	95.19%	223.68	95.26%
The Met High School	0	0	0	0	284	1	285	98.31%	289.70	97.66%
TOTAL DEPENDENT CHARTER SCHOOLS	167	500	431	-	796	27	1,921	96.14%	1,890.22	96.44%

2015-2016 INDEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2015-2016 Actual Attendance	2015-2016	PERCENTAGE 2015-2016
CA Montessori Project Capitol Campus	44	131	111	41			327	95.46%	315.76	95.25%
Capitol Collegiate Academy	70	141	40				251	93.81%	240.24	94.36%
Aspire Capitol Heights Academy	48	140	112				300	94.13%	282.98	96.12%
Language Academy	85	198	176	82			541	96.09%	524.30	97.05%
Oak Park Prep				118			118	97.44%	117.83	97.13%
PS 7 Elementary	65	150	204	146			565	93.86%	557.01	94.74%
Sacramento Charter HS					856		856	94.20%	888.92	95.21%
Sol Aureus College Preparatory	48	148	70	41			307	93.91%	264.98	87.02%
Yav Pem Suab Academy	62	187	179				428	96.60%	410.96	97.01%
TOTAL INDEPENDENT CHARTER SCHOOLS	422	1,095	892	428	856	-	3,693	95.06%	3,602.98	94.88%

TOTAL CHARTER SCHOOLS	589	1,595	1,323	428	1,652	27	5,614	95.60%	5,493.19	95.66%
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 7, ENDING FRIDAY, MARCH 18, 2016
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2015-16 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	617		22,443.30	22,443.30		319.82	319.82
Charles A. Jones Career & Education Center	743		45,262.30	45,262.30		633.08	633.08
TOTAL ADULT EDUCATION	1,360		67,705.60	67,705.60		952.9	952.9

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 7, ENDING FRIDAY, MARCH 18, 2016
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Elementary K-8 Waldorf	48	50	41	49	54	44	33	319
Abraham Lincoln Elementary	66	65	68	61	67	61	57	445
Alice Birney Waldorf-Inspired K8	93	62	63	61	64	61	62	466
Bret Harte Elementary	28	37	34	47	49	48	42	285
Caleb Greenwood	83	87	66	68	58	56	53	471
Camellia Basic Elementary	88	53	56	59	59	72	57	444
Capital City School	5	4	4	4	6	11	17	51
Caroline Wenzel Elementary	27	35	27	20	50	35	31	225
Cesar Chavez ES	0	0	0	0	144	103	116	363
Crocker/Riverside Elementary	87	87	83	87	98	96	94	632
David Lubin Elementary	87	53	80	85	82	74	83	544
Earl Warren Elementary	58	56	64	65	74	82	79	478
Edward Kemble Elementary	143	143	108	139	0	0	0	533
Elder Creek Elementary	112	105	107	109	118	116	118	785
Ethel I Baker Elementary	115	91	98	117	114	104	119	758
Ethel Phillips Elementary	70	83	77	83	67	82	70	532
Father Keith B Kenny K-8 School	73	66	55	50	62	42	46	394
Genevieve Didion Elementary	59	74	63	60	81	77	95	509
Golden Empire Elementary	80	78	80	81	90	87	78	574
H W Harkness Elementary	79	52	43	51	48	47	34	354
Hollywood Park Elementary	50	46	41	46	32	51	44	310
Home/Hospital	8	3	2	6	10	12	8	49
Hubert H. Bancroft Elementary	77	55	63	74	60	81	62	472
Isador Cohen Elementary	29	29	35	33	32	37	32	227
James W Marshall Elementary	58	51	50	54	68	56	43	380
John Bidwell Elementary	50	47	51	55	45	61	52	361
John Cabrillo Elementary	38	46	51	46	45	50	43	319
John D Sloat Elementary	30	25	38	27	39	35	26	220
John H. Still K-8	95	99	89	98	93	84	93	651
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	58	56	46	50	45	41	31	327
Leonardo da Vinci K - 8 School	113	93	88	90	93	90	96	663
Mark Twain Elementary	46	37	38	43	57	45	54	320
Martin Luther King Jr Elementary	47	34	54	54	65	45	65	364
Matsuyama Elementary	87	84	94	95	96	88	99	643
Nicholas Elementary	85	85	80	109	98	81	83	621
O W Erlewine Elementary	35	41	45	43	46	51	46	307
Oak Ridge Elementary	87	79	81	74	78	82	77	558
Pacific Elementary	107	108	104	110	87	98	84	698
Parkway Elementary School	87	95	69	81	83	82	65	562
Peter Burnett Elementary	63	81	76	75	105	90	94	584
Phoebe A Hearst Elementary	84	88	92	87	98	97	94	640
Pony Express Elementary	48	61	52	55	73	69	63	421
Rosa Parks K-8 School	55	41	51	46	64	55	57	369
Sequoia Elementary	59	62	60	82	89	72	66	490
Success Academy K-8	0	0	0	0	1	6	5	12
Susan B Anthony Elementary	67	52	36	45	47	34	26	307
Sutterville Elementary	81	80	55	83	94	88	95	576
Tahoe Elementary	37	49	42	60	45	41	42	316
Theodore Judah Elementary	111	83	84	90	81	78	71	598
William Land Elementary	74	68	85	70	69	49	45	460
Woodbine Elementary	29	38	38	41	46	48	47	287
TOTAL	3,296	3,097	3,007	3,218	3,369	3,195	3,092	22,274

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
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 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	333	2124	38551	40675	94.78%
Abraham Lincoln Elementary	445	2771	51626	54397	94.91%
Alice Birney Waldorf-Inspired K8	466	2403	54466	56869	95.77%
Bret Harte Elementary	313	2158	35710	37868	94.30%
Caleb Greenwood	479	2322	55532	57854	95.99%
Camellia Basic Elementary	453	1201	54510	55711	97.84%
Capital City School	51	194	5676	5870	96.70%
Caroline Wenzel Elementary	278	1687	32962	34649	95.13%
Cesar Chavez ES	373	1835	41469	43304	95.76%
Crocker/Riverside Elementary	632	2704	74508	77212	96.50%
David Lubin Elementary	573	3355	64794	68149	95.08%
Earl Warren Elementary	489	1889	57854	59743	96.84%
Edward Kemble Elementary	545	3657	62693	66350	94.49%
Elder Creek Elementary	785	3515	91615	95130	96.31%
Ethel I Baker Elementary	758	4894	87732	92626	94.72%
Ethel Phillips Elementary	555	3526	64037	67563	94.78%
Father Keith B Kenny K-8 School	394	2842	44689	47531	94.02%
Genevieve Didion Elementary	520	1947	62138	64085	96.96%
Golden Empire Elementary	589	2236	69337	71573	96.88%
H W Harkness Elementary	367	2088	42478	44566	95.31%
Hollywood Park Elementary	346	1996	41003	42999	95.36%
Home/Hospital	60		328.3	328.3	100.00%
Hubert H. Bancroft Elementary	494	3057	57108	60165	94.92%
Isador Cohen Elementary	237	1644	25973	27617	94.05%
James W Marshall Elementary	404	1989	47306	49295	95.97%
John Bidwell Elementary	376	1591	43778	45369	96.49%
John Cabrillo Elementary	372	2468	43846	46314	94.67%
John D Sloat Elementary	238	1306	26874	28180	95.37%
John H. Still K-8	651	3931	74935	78866	95.02%
John Morse Therapeutic Center	40	249	4566	4815	94.83%
Leataata Floyd Elementary	348	2623	40588	43211	93.93%
Leonardo da Vinci K - 8 School	698	2751	82471	85222	96.77%
Mark Twain Elementary	345	1738	40570	42308	95.89%
Martin Luther King Jr Elementary	398	2386	45876	48262	95.06%
Matsuyama Elementary	651	2823	76694	79517	96.45%
Nicholas Elementary	647	3740	75791	79531	95.30%
O W Erlewine Elementary	323	1449	38326	39775	96.36%
Oak Ridge Elementary	563	3440	66605	70045	95.09%
Pacific Elementary	698	3979	80711	84690	95.30%
Parkway Elementary School	592	4334	67788	72122	93.99%
Peter Burnett Elementary	604	3087	71461	74548	95.86%
Phoebe A Hearst Elementary	640	2392	75766	78158	96.94%
Pony Express Elementary	434	2055	50554	52609	96.09%
Rosa Parks K-8 School	382	2397	44717	47114	94.91%
Sequoia Elementary	499	2251	57337	59588	96.22%
Success Academy K-8	12	112	1032	1144	90.21%
Susan B Anthony Elementary	307	1218	36608	37826	96.78%
Sutterville Elementary	582	2772	67723	70495	96.07%
Tahoe Elementary	341	2174	37836	40010	94.57%
Theodore Judah Elementary	617	3361	69368	72729	95.38%
William Land Elementary	460	1908	53468	55376	96.55%
Woodbine Elementary	306	1798	36662	38460	95.33%
TOTAL	23,063	122,367	2,676,046	2,798,413	95.63%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
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 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	29	199	3309	3508	94.33%
Albert Einstein MS	738	3620	86716	90336	95.99%
Alice Birney Waldorf-Inspired K8	114	666	13387	14053	95.26%
California MS	839	4105	99005	103110	96.02%
Capital City School	45	255	3488	3743	93.19%
Father Keith B Kenny K-8 School	43	250	5279	5529	95.48%
Fern Bacon MS	732	3594	86561	90155	96.01%
Genevieve Didion Elementary	113	350	13145	13495	97.41%
Home/Hospital	17	0	112.25	112.25	100.00%
John H. Still K-8	264	1272	30793	32065	96.03%
John Morse Therapeutic Center	16	175	1654	1829	90.43%
Kit Carson MS	302	1978	34486	36464	94.58%
Leonardo da Vinci K - 8 School	136	545	16257	16802	96.76%
Martin Luther King Jr Elementary	88	478	10322	10800	95.57%
Rosa Parks K-8 School	421	2696	50401	53097	94.92%
Sam Brannan MS	535	2685	62656	65341	95.89%
School of Engineering and Science	253	757	30440	31197	97.57%
Success Academy K-8	14	185	1007	1192	84.48%
Sutter MS	1182	4381	141398	145779	96.99%
Will C Wood MS	655	2863	77462	80325	96.44%
TOTAL	6,536	31,054	767,878	798,932	96.11%

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HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	274	6550	25337	31887	79.46%
Arthur A. Benjamin Health Prof	206	1952	24228	26180	92.54%
C K McClatchy HS	2182	11423	252999	264422	95.68%
Capital City School	368	7009	33945	40954	82.89%
Hiram W Johnson HS	1495	11031	165227	176258	93.74%
Home/Hospital	49	0	374.5	374.5	100.00%
John F Kennedy HS	2152	8956	252189	261145	96.57%
Kit Carson MS	90	550	10981	11531	95.23%
Luther Burbank HS	1675	14910	187712	202622	92.64%
Rosemont HS	1308	8202	151007	159209	94.85%
School of Engineering and Science	262	943	32292	33235	97.16%
The Academy	32	334	1962	2296	85.45%
West Campus HS	845	2670	100939	103609	97.42%
TOTAL	10,938	74,530	1,239,193	1,313,723	94.33%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	40,537	227,951	4,683,117	4,911,068	95.36%