Sacramento City Unified School District
BOARD OF EDUCATION
MEETING AND WORKSHOP

Board of Education Members
Patrick Kennedy, President (Trustee Area 7)
Darrel Woo, Vice President (Trustee Area 6)
Christina Pritchett, Second Vice President (Trustee Area 3)
Jay Hansen, (Trustee Area 1)
Jeff Cuneo, (Trustee Area 2)
Gustavo Arroyo (Trustee Area 4)
Diana Rodriguez (Trustee Area 5)
Asami Saito, Student Member

Thursday, August 7, 2014
4:30 p.m. Closed Session
6:30 p.m. Open Session

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

AGENDA

2014/15-02

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 (b) of Government Code section 54956.9

b) Initiation of litigation pursuant to subdivision (c) 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

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

The Pledge of Allegiance will be led by Zelia Gonzalez, a student from The MET High School.

- *Presentation of Certificate by Member Jay Hansen*

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

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

6:50 p.m. ***7.0 PUBLIC COMMENT*** ***15 minutes***

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. 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.

7:05 p.m. ***8.0 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.

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, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Ken A. Forrest)

8.1b Approve Personnel Transactions (Ken A. Forrest)

8.1c Approve Revised 2014-2015 Local Control Accountability Plan (LCAP) (Gabe Ross)

8.1d Approve Resolution No. 2800: Approving the Sacramento City Unified School District No. 2 Tax Report for Fiscal Year 2014-15 and Levying and Apportioning the Special Tax as Provided Therein (Cathy Allen and Jim Dobson)

8.1e Approve Resolution No.2801: Authorizing Signature Authority on Documents Transmitted to the County Superintendent of Schools for José L. Banda (Ken A. Forrest)

8.1f Approve Resolution No.2802: Authorizing of Personnel to Sign Orders on District Funds, José L. Banda (Ken A. Forrest)

8.1g Approve Resolution No.2803: Authorizing Delegation of Power to Contract, José L. Banda (Ken A. Forrest)

8.1h Adult Education Calendar 2014-15 (Ken A. Forrest)

8.1i Approve Minutes of the June 5, 2014 Board of Education Meeting (José L. Banda)

8.1j Approve Minutes of the June 7, 2014 Board of Education Special Meeting (José L. Banda)

8.1k Approve Minutes of the June 8, 2014 Board of Education Special Meeting (José L. Banda)

9.0 COMMUNICATIONS

7:07 p.m. *9.1 Employee Organization Reports:* ***Information*** *3 minutes each*

- *CSA*
- *SCTA*
- *SEIU*
- *Teamsters*
- *UPE*

7:22 p.m. *9.2 District Parent Advisory Committees:* ***Information*** *2 minutes each*

- *Community Advisory Committee*
- *District Advisory Council*
- *School Site Councils*
- *District English Learner Advisory Committee*
- *Gifted and Talented Education Advisory Committee*
- *Indian Education Parent Committee*
- *Sacramento Council of Parent Teacher Association (PTA)*

7:36 p.m. *9.3 Superintendent's Report (José L. Banda)* ***Information*** *5 minutes*

7:41 p.m. *9.4 President's Report (Patrick Kennedy)* ***Information*** *5 minutes*

7:46 p.m. *9.5 Student Member Report (Asami Saito)* ***Information*** *5 minutes*

7:51 p.m.	*9.6*	*Information Sharing By Board Members*	***Information*** *5 minutes*

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7:56 p.m.	*10.1*	*Election of Second Vice President (Board)*	***Action*** *3 minute presentation* *5 minute discussion*
8:04 p.m.	*10.2*	*Facilities Update, Summer 2014 (Cathy Allen and Jim Dobson)*	***Information*** *15 minute presentation* *20 minute discussion*
8:39 p.m.	*10.3*	*Parent Engagement Leadership Pathway (Tu Moua-Carroz)*	***Information*** *15 minute presentation* *20 minute discussion*
9:14 p.m.	*10.4*	*Approve Declaration of Need to California Commission on Teacher Credentialing (Cancy McArn)*	***Action*** *3 minute presentation* *10 minute discussion*

9:27 p.m. ***11.0 FUTURE BOARD MEETING DATES / LOCATIONS***

- ✓ *August 21, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *September 4, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

12.0 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# 8.1a

Meeting Date: August 7, 2014

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.

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Notices of Completion

Estimated Time of Presentation: N/A
Submitted by: Ken A. Forrest, Chief Business Officer
Kimberly Teague, Contract Specialist
Approved by: José L. Banda, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

Contractor	Description	Amount
YOUTH DEVELOPMENT		
A15-00011 California Department of Education	7/1/14 – 6/30/15: Foster Youth Services Core District Program Grant. Foster youth receive direct services, including tutoring, counseling, emancipation and transitional services, and enrollment/placement support. Over 300 youth are served at any given time and approximately 600 over the course of a year. Services are coordinated with other county-wide and core district programs to better serve the transient foster youth population.	$284,942 No Match
A15-00012 California Department of Education	7/1/14 – 6/30/15: After School Education and Safety (ASES) Program Grant. Components include educational and literacy elements focusing on activities that reinforce and complement the academic programs, as well as recreational and youth development. Programs provide safe and constructive alternatives for students at 48 elementary and middle school sites. Sites: Abraham Lincoln, A.M. Winn, Bret Harte, Elder Creek, Ethel Philips, Fr. Keith B. Kenny, Hollywood Park, Hubert Bancroft, Isador Cohen, James Marshall, Mark Twain, O.W. Erlewine, Parkway, Peter Burnett, Pony Express, Susan B. Anthony, Tahoe, Washington, William Land, Bowling Green, Camellia Basic, Cesar Chavez, David Lubin, Earl Warren, Edward Kemble, Ethel I. Baker, Freeport, Golden Empire, H.W. Harkness, John Bidwell, John Cabrillo, John Sloat, Leataata Floyd, Martin Luther King, Nicholas, Oak Ridge, Pacific, Theodore Judah, Woodbine, Albert Einstein, California Middle, Fern Bacon, Rosa Parks, Sam Brannan, John Still, Kit Carson, Will C. Wood, PS7.	$6,193,030 No Match

EXPENDITURE AND OTHER AGREEMENTS

Contractor	Description	Amount
ADULT EDUCATION		
SA15-00005 California Fire Fighter Joint Apprenticeship Committee	7/1/14 – 6/30/15: Agreement for Apprenticeship Program for Related and Supplemental Instruction (RSI) to California Fire Fighters at Charles A. Jones Business and Education Center. Apprenticeship funding for RSI is provided by California Department of Education for 40,056 hours at $5.04 per hour. The district retains 10% of the revenue generated by attendance in the program. Strategic Plan: Aligns with Pillar II, Family and Community Engagement, and Pillar III, Organizational Transformation, by providing apprenticeship training to fire fighters and supporting teaching and learning. This is a long standing program at Charles A. Jones Business and Education Center.	$181,694 Adult Education Funds
HEALTH SERVICES		
SA15-00080 K-12 Health	9/2/14 – 6/30/15: Provide mandated hearing and vision screening services and reports as needed for students in Grades 1 – 10. Strategic Plan: Aligns with Pillar I, Career and College Ready Students, by providing screenings and holistic assessments that will ensure the health of each student.	$84,500 General Funds
TECHNOLOGY SERVICES		
SA15-00053 Digital Deployment	7/1/14 – 6/30/15: Web hosting services for 84 school sites and one district office, per proposal submitted in response to Request for Proposals for Web Hosting Services issued in February 2014. 97% of the cost of these services is E-Rate eligible (hosting, maintenance, security upgrades, feature upgrades, and service-level agreement for website support). District will pay 3% of this cost, or $2,880. Strategic Plan: Aligns with Pillar III, Organizational Transformation, by providing the digital resources in the organization to support teaching and learning.	$96,000 General Funds

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

ITEM	SITE/DEPARTMENT	TOTAL VALUE	DISPOSAL METHOD
Computer Equipment	Elder Creek Elementary Father Keith B. Kenny K-8 Health Prof High School Hiram Johnson High School John Sloat Elementary Leataata Floyd Elementary Martin L. King, Jr. K-8 Luther Burbank High School Rosemont High School Woodbine Elementary School	None	Recycle
Audio/Visual Equipment	Father Keith B. Kenny K-8 Luther Burbank High School Hiram Johnson High School	None	Recycle
Camera Equipment (Obsolete)	Central Printing	None	Surplus

NOTICES OF COMPLETION – FACILITIES PROJECTS

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

Contractor	**Project**	**Completion Date**
AJ's Landscape Construction	Concrete Replacement in Quad Area at Luther Burbank High School	July 23, 2013

SAIS - 0005

AGREEMENT FOR APPRENTICESHIP TRAINING PROGRAM
Between
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
And
CALIFORNIA FIRE FIGHTER JOINT APPRENTICESHIP COMMITTEE

This agreement entered into this 1st day of July 2014, by and between the Sacramento City Unified School District, hereinafter referred to as "District", and the California Fire Fighter Joint Apprenticeship Committee, hereinafter referred to as "CFFJAC".

WHEREAS, the CFFJAC has established Apprenticeship Training Standards which identify the professional levels of competence required of apprentices; and,

WHEREAS, those Apprenticeship Standards specify the training, education, experience, performance objectives, and minimum requirements for professional competence of an apprentice; and,

WHEREAS, the District has approval from the California Community Colleges Chancellor's Office (CCCCO) to conduct related and supplemental instruction training programs; and,

WHEREAS, the CFFJAC and the District will provide related and supplemental instruction for apprentice Fire Fighters, Fire Fighter II's, Fire Apparatus Engineers, Fire Medics, Fire Fighter Divers, Emergency Medical Technicians, Paramedics, Engineers, Fire Officers, Fire Equipment Specialists, Fire Inspectors, Fire Marshals, Fire Prevention Officers, Hazardous Materials Technicians, Fire Department Training Officers, Wildland Fire Fighter Specialists, Arson and Bomb Investigators, Fire Fighter Paramedics, Fire Suppression Technicians and Heavy Fire Equipment Operators; with participating departments under agreements as determined by the CFFJAC.

NOW THEREFORE, the parties agree:

ARTICLE I – TERM OF AGREEMENT

The term of this agreement shall be July 1, 2014 through June 30, 2015.

ARTICLE II – RESPONSIBILITY OF DISTRICT

1. The District agrees to participate in a training program for eligible apprentices in the CFFJAC.

2. The District shall contract with the CFFJAC for all instructional and training services provided in accordance with the CFFJAC standards. The District shall retain 10% of the base rate as income from the apprenticeship revenues generated by the attendance of apprentices for a minimum of 40,056 hours of academy and related and supplemental instruction in each fiscal year during the term of this Agreement. The District shall pay to the CFFJAC 90% of the base rate generated by apprentice attendance. All classroom hours shall be scheduled in accordance with the California Education Code Section 8152. The District obligation hereunder is payable from funds appropriated for the purpose of this Agreement and is contingent upon the establishment of an appropriation as specified in the California Education Code, Sections 8150 and 8152 for each fiscal year this Agreement is in effect or other supplemental appropriations derived from hours of apprenticeship education. The District has no obligation for any services, which may have been provided by the CFFJAC hereunder if such funds are not appropriated and allocated for use by the District for the purposes of this program. The District shall notify the CFFJAC of any such non-allocation at the earliest possible date.

3. The District shall disburse funds that have been received from the State and owed to the CFFJAC within 30 days of receiving a CFFJAC invoice based upon reported attendance.

4. The District shall claim as income, funds received, generated by, or attributed to the Apprenticeship Program such as, but not limited to, funds derived from apprenticeship education revenues pursuant to the California Education Code, Sections 8150 and 8152 of Article 8, Chapter 1, Part 6, Title I or other appropriations based on hours of apprenticeship education.

ARTICLE III – RESPONSIBILITY OF CFFJAC

1. The CFFJAC shall provide or arrange for all instructors, classroom space, required training equipment, and supplies for the prescribed instruction in the CFFJAC. The CFFJAC will provide sufficient instructional staff possessing the proper credential as established by the District, or as specified in the California Education Code, Section 8153.5, Article 8, Chapter 1, Part 6, Title I.

2. The CFFJAC shall be responsible for payment of all salary and other employment costs for the instructors directly to and on behalf of all the persons employed for such purposes. The CFFJAC shall also indemnify and hold the District harmless against any and all claims, which are made for salary or employment/benefits of such instructors for the period covered by the terms of this agreement.

3. The CFFJAC shall maintain and submit to the District, records of individual apprentices' attendance and achievements within guidelines established by the District.

ARTICLE IV – MISCELLANEOUS

1. All written notices, reports and other written communications under this agreement shall be deemed effective upon their deposit in the United States mail, postage prepaid, and addressed as follows:

   Sacramento City Unified School District
   Attn: Donna Philp, Coordinator III
   5451 Lemon Hill Avenue
   Sacramento, CA 95824

   California Fire Fighter Joint Apprenticeship Committee
   Attn: Yvonne de la Peña, Program Director
   1780 Creekside Oaks Drive
   Sacramento, CA 95833

2. Either party may terminate this agreement at the end of any fiscal year by giving written notice to the other party at least thirty (30) days prior to the effective termination date.

3. The District and the CFFJAC shall, to the extent permitted by law, indemnify and hold each other harmless against any liability whatsoever arising from any act or acts of their employees participating or functioning in the apprenticeship program herein provided.

4. The CFFJAC reaffirms its commitment to provide equal employment opportunity and an equitable and representative distribution of women and minorities in the California fire services while maintaining existing standards. It is and will continue to be the policy of the CFFJAC not to discriminate against any applicant on the basis of race, color, national origin, marital status, sex, or other non-job related reason. Each member of the CFFJAC, its staff, and the Sub-JACs will extend good faith efforts in accomplishing the goals of the Training Program and the departments' affirmative action plan.

IN WITNESS WHEREOF, the parties hereto have executed this agreement the day and year first above written.

Sacramento City Unified School District

Ken A. Forrest
Chief Business Officer

Date: _____

California Fire Fighter
Joint Apprenticeship Committee

Dan Terry
Chair

Date: 7/18/14

SERVICES AGREEMENT

Date: July 1, 2014 **Place:** Sacramento, California

Parties: Sacramento City Unified School District, a political subdivision of the State of California, (hereinafter referred to as the "District"); and Digital Deployment, (hereinafter referred to as "Contractor").

Recitals:

A. The District is a public school district in the County of Sacramento, State of California, and has its administrative offices located at the Serna Center, 5735 47th Avenue, Sacramento, CA 95824.

B. The District desires to engage the services of the Contractor and to have said Contractor render services on the terms and conditions provided in this Agreement.

C. California Government Code Section 53060 authorizes a public school district to contract with and employ any persons to furnish to the District, services and advice in financial, economic, accounting, engineering, legal, or administrative matters if such persons are specially trained, experienced and competent to perform the required services, provided such contract is approved or ratified by the governing board of the school district. Said section further authorizes the District to pay from any available funds such compensation to such persons as it deems proper for the services rendered, as set forth in the contract.

D. The Contractor is specially trained, experienced and competent to perform the services required by the District, and such services are needed on a limited basis.

In consideration of the mutual promises contained herein, the parties agree as follows:

ARTICLE 1. SERVICES.

The Contractor hereby agrees to provide to the District the services as described below ("Services"):

Web hosting services which includes hosting, maintenance, security updates, feature upgrades, and a service-level agreement for website support, per proposal dated March 11, 2014.

ARTICLE 2. TERM.

This Agreement shall commence on July 1, 2014, and continue through June 30, 2015, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

ARTICLE 3. PAYMENT.

District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Flat Rate: The total payment to Contractor, including travel and other expenses, shall be Ninety Six Thousand Dollars ($96,000).

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of Gabe Ross, Chief Communications Officer, Sacramento City Unified School District, P. O. Box 246870, Sacramento, California 95824-6870.

ARTICLE 4. EQUIPMENT AND FACILITIES.

District will provide Contractor with access to all needed records and materials during normal business hours upon reasonable notice. However, District shall not be responsible for nor will it be required to provide personnel to accomplish the duties and obligations of Contractor under this Agreement. Contractor will provide all other necessary equipment and facilities to render the services pursuant to this Agreement.

ARTICLE 5. WORKS FOR HIRE/COPYRIGHT/TRADEMARK/PATENT

The Contractor understands and agrees that all matters specifically produced under this Agreement that contain no intellectual property or other protected works owned by Contractor shall be works for hire and shall become the sole property of the District and cannot be used without the District's express written permission. The District shall have the right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. The Contractor consents to the use of the Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose in any medium.

As to those matters specifically produced under this Agreement that are composed of intellectual property or other protected works, Contractor must clearly identify to the District those protected elements included in the completed work. The remainder of the intellectual property of such completed works shall be deemed the sole property of the District. The completed works that include both elements of Contractor's protected works and the District's protected works, shall be subject to a mutual non-exclusive license agreement that permits either party to utilize the completed work in a manner consistent with this Agreement including the sale, use, performance and distribution of the matters, for any purpose in any medium.

ARTICLE 6. INDEPENDENT CONTRACTOR.

Contractor's relationship to the District under this Agreement shall be one of an independent contractor. The Contractor and all of their employees shall not be employees or agents of the District and are not entitled to participate in any District pension plans, retirement, health and welfare programs, or any similar programs or benefits, as a result of this Agreement.

The Contractor and their employees or agents rendering services under this agreement shall not be employees of the District for federal or state tax purposes, or for any other purpose. The Contractor acknowledges and agrees that it is the sole responsibility of the Contractor to report as income its compensation from the District and to make the requisite tax filings and payments to the appropriate federal, state, and/or local tax authorities. No part of the Contractor's compensation shall be subject to withholding by the District for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

The Contractor agrees to defend, indemnify and hold the District harmless from any and all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

The District assumes no liability for workers' compensation or liability for loss, damage or injury to persons or property during or relating to the performance of services under this Agreement.

ARTICLE 7. 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 the school site 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, 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 the District.

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

ARTICLE 8. MUTUAL INDEMNIFICATION.

Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney's fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed and each Party shall bear the proportionate cost of any damage attributable to fault of that Party. It is further understood and agreed that such indemnification will survive the termination of this Agreement.

ARTICLE 9. INSURANCE.

Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a copy of its policy evidencing its comprehensive general liability insurance coverage in a sum not less than $1,000,000 per occurrence. Contractor will also provide a written endorsement to such policy naming District 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 insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

ARTICLE 10. TERMINATION.

The District may terminate this Agreement without cause upon giving the Contractor thirty days written notice. Notice shall be deemed given when received by Contractor, or no later than three days after the day of mailing, whichever is sooner.

The District may terminate this Agreement with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor confirms its insolvency or is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Agreement shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

ARTICLE 11. ASSIGNMENT.

This Agreement is for personal services to be performed by the Contractor. Neither this Agreement nor any duties or obligations to be performed under this Agreement shall be assigned without the prior written consent of the District, which shall not be unreasonably withheld. In the event of an assignment to which the District has consented, the assignee or his/her or its legal representative shall agree in writing with the District to personally assume, perform, and be bound by the covenants, obligations, and agreements contained in this Agreement.

ARTICLE 12. NOTICES.

Any notices, requests, demand or other communication required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

District:
Sacramento City Unified School District
PO Box 246870
Sacramento CA 95824-6870
Attn: Kimberly Teague, Contract Specialist

Contractor:
Digital Deployment
2321 P Street, First Flr
Sacramento, CA 95816
Attn: Mac Clemmens

ARTICLE 13. ENTIRE AGREEMENT.

This Agreement contains the entire agreement between the parties and supersedes all prior understanding between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligations

under this Agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this Agreement.

ARTICLE 14. CONFLICT OF INTEREST.

The Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor 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, Contractor shall not hire any employee of the United States government to perform any service covered by this Agreement.

Contractor affirms to the best of their knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement. In the event of a 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.

ARTICLE 15. NONDISCRIMINATION.

It is the policy of the District that in connection with all services performed under contract, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, age or marital status. Contractor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

ARTICLE 16. ATTORNEY'S FEES.

In the event of any action or proceeding brought by one party against the other party under this Agreement, the prevailing party shall be entitled to recover its attorney's fees and reasonable costs in such action or proceeding in such an amount as the court may judge reasonable.

ARTICLE 17. SEVERABILITY.

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby. Each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.

ARTICLE 18. RULES AND REGULATIONS.

All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the Contractor pursuant to this Agreement. Any rule, regulation or law required to be contained in this Agreement shall be deemed to be incorporated herein.

ARTICLE 19. APPLICABLE LAW/VENUE.

This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

ARTICLE 20. 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.

Executed at Sacramento, California, on the day and year first above written.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT	DIGITAL DEPLOYMENT
By:_____	By: _____
Ken A. Forrest Chief Business Officer	Mac Clemmens, CEO
_____	_____
Date	Date

EXHIBIT A

CONTRACTOR CERTIFICATION of COMPLIANCE

Fingerprinting: Education Code section 45125.1 provides that any contractor providing school site administrative or similar services to a school district must certify that employees 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 (DOJ) must report to the Contractor if they have been convicted of such felonies. No person convicted may be assigned to work under the contract. Depending on 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, the District may determine 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 Agreement, and that the employees assigned to work at a school site under this Agreement will have only limited contact with pupils, provided the following conditions are met at all times:

1. 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. Employees shall use only restroom facilities reserved for District employees and shall not use student restrooms at any time.
3. Contractor will inform all 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, the Contractor cannot adhere to the conditions stated above, the Contractor shall immediately so inform the District and shall assign only employees who have been fingerprinted and cleared for employment by the Department of Justice. In that case, the 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.

_____ _____

Mac Clemmens, CEO Date

SA 15-00080

SERVICE AGREEMENT
BETWEEN
K12 HEALTH
AND
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

This Service Agreement is between K12 Health (hereinafter referred to as "Contractor") and Sacramento City Unified School District (hereinafter referred to as the "District").

Recitals:

A. The District is a public school district in the County of Sacramento, State of California, and has the administrative offices located at the Serna Center, 5735 47th Avenue, Sacramento, CA 95824.

B. The District desires to engage the services of the Contractor and have said Contractor render services on the terms and conditions provided in this Agreement.

C. California Government Code Section 53060 authorizes a public school district to contract with and employ any persons to furnish to the district, services and advice in financial, economic, accounting, engineering, legal, or administrative matters if such persons are specially trained, experienced, and competent to perform the required services, provided such contract is approved or ratified by the governing board of the school district. Said section further authorizes the District to pay from any available funds such compensation to such persons as it deems proper for the services rendered, as set forth in the contract.

D. The Contractor is specially trained, experienced, and competent to perform the services required by the District, and such services are needed on a limited basis.

In consideration of the mutual promises contained herein, the parties agree as follows:

Article I. SERVICES

The Contractor hereby agrees to provide to the District the services as described below ("Services"):

- Hearing Screening: Grades 1, 2, 5, 8, 10 (per waiver)
- Follow-up Hearing Screening within 2-6 weeks of initial screening
- Vision Screening: Grades 1, 3, 6, 8
- Preparation of parent/guardian notification letters regarding failed vision/hearing
- Final report for school within five days of screening completion
- Record results and provide to client via excel spreadsheet

Article II. TERM

This Agreement shall commence on September 2, 2014, and continue through June 30, 2015, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

Article III. PAYMENT

The District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Flate Rate: The total payment to Contractor, including travel and other expenses, shall be Eighty-Four Thousand, Five Hundred Dollars ($84,500).

Fee includes services of the following staff:

- school audiometrist
- clerical and vision support
- RN providing oversight and care management

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of Student Support and Health Services, Sacramento City Unified School District, P.O. Box 246870, Sacramento, CA 95824-6870.

Article IV. EQUIPMENT AND FACILITIES

The District will provide Contractor with access to all needed records and materials during normal business hours upon reasonable notice. However, the District shall not be responsible for, nor will it be required to, provide personnel to accomplish the duties and obligations of the Contractor under this Agreement.

Article V. WORKS FOR HIRE/COPYRIGHT/TRADEMARK/PATENT

The Contractor understands and agrees that all matters specifically produced under this Agreement that contain no intellectual property or other protected works owned by the Contractor shall be works for hire and shall become the sole property of the District and cannot be used without the District's express written permission. The District shall have the right, title, and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of the District. The Contractor consents to the use of the

Article V. WORKS FOR HIRE/COPYRIGHT/TRADEMARK/PATENT (cont'd.)

Contractor's name in conjunction with the sale, use, performance, and distribution of the matters, for any purpose in any medium.

As to those matters specifically produced under this Agreement that are composed of intellectual property or other protected works, the Contractor must clearly identify to the District those protected elements included in the completed work. The remainder of the intellectual property of such completed works shall be deemed the sole property of the District. The completed works that include both elements of the Contractor's protected works and the District's protected works, shall be subject to a mutual non-exclusive license agreement that permits either party to utilize the completed work in a manner consistent with this Agreement including the sale, use, performance, and distribution of the matters, for any purpose in any medium.

Article VI. INDEPENDENT CONTRACTOR

The Contractor's relationship to the District under this Agreement shall be one of an independent contractor. The Contractor, and all of its employees, shall not be employees or agents of the District and are not entitled to participate in any District pension plans, retirement, health and welfare programs, or any similar programs or benefits, as a result of this Agreement.

The Contractor, and its employees or agents rendering services under this Agreement, shall not be employees of the District for federal or state tax purposes, or for any other purpose. The Contractor acknowledges and agrees that it is the sole responsibility of the Contractor to report as income its compensation from the District and to make the requisite tax filings and payments to the appropriate federal, state, and/or local tax authorities. No part of the Contractor's compensation shall be subject to withholding by the District for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

The Contractor agrees to defend, indemnify, and hold the District harmless from any and all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

Article VII. 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 the school site 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, the 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 the District.

Article VII. FINGERPRINTING REQUIREMENTS (cont'd.)

The District has determined that services performed under this Agreement will result in contact with pupils. The Contractor shall obtain fingerprinting clearance for *all* employees before services can begin. The Contractor will provide a complete list to the District of all employees cleared by the DOJ who will provide services under this Agreement. Failure to provide such written certification before services begin or within thirty days after execution of this Agreement, whichever occurs first, will result in immediate termination.

Article VIII. MUTUAL INDEMNIFICATION

Each of the Parties shall defend, indemnify, and hold harmless the other party, its officers, agents, and employees from any and all claims, liabilities, and costs for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees, or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed and each party shall bear the proportionate cost of any damage attributable to fault of that party. It is further understood and agreed that such indemnification will survive the termination of this Agreement.

Article IX. INSURANCE

Prior to commencement of services, and during the life of this Agreement, the Contractor shall provide the District with a copy of its policy evidencing its comprehensive general liability insurance coverage in a sum not less than $1,000,000 per occurrence. The Contractor will also provide written endorsement to such policy naming the District 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 the District shall be excess and noncontributory". If insurance is not kept in force during the entire term of the Agreement, the District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

Article X. TERMINATION

The District may terminate this Agreement without cause upon giving the Contractor thirty days written notice. Notice shall be deemed given when received by the Contractor, or no later than three days after the day of mailing, whichever is sooner.

Article X. TERMINATION (cont'd.)

The District may terminate this Agreement with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor confirms its insolvency or is adjudged bankrupt; the Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Agreement shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whoever is sooner.

Article XI. ASSIGNMENT

This Agreement is for personal services to be performed by the Contractor. Neither this Agreement, nor any duties or obligations to be performed under this Agreement, shall be assigned without the prior written consent of the District, which shall not be unreasonably withheld. In the event of an assignment too which the District has consented, the assignee or his/her or its legal representative shall agree in writing with the District to personally assume, perform, and be bound by the covenants, obligations, and agreements contained in this Agreement.

Article XII. NOTICES

Any notices, requests, demands or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing, if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

District:	Contractor:
Sacramento City Unified School District	K12 Health
P.O. Box 246870	13389 Folsom Blvd., Ste 300-125
Sacramento, CA 95824-6870	Folsom, CA 95630
Attn: Student Support & Health Services Dept.	Attn: Marianne Akerland, President

Article XIII. ENTIRE AGREEMENT

This Agreement contains the entire agreement between the parties and supersedes all prior understanding between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions, or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented, or terminated, nor may any obligations under this Agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this Agreement.

Article XIV. CONFLICT OF INTEREST

The Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. The Contractor 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, the Contractor shall not hire any employee of the United States government to perform any service covered by this Agreement.

Article XV. NONDISCRIMINATION

It is the policy of the District in connection with all services performed under contract that there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, age, or marital status. The Contractor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

Article XVI. SEVERABILITY

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby. Each term or provision of this Agreement shall be valid and be enforced as written to the fullest extent permitted by law.

Article XVII. RULES AND REGULATIONS

All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the Contractor pursuant to this Agreement. Any rule, regulation or law required to be contained in this Agreement shall be deemed to be incorporated herein.

Article XVIII. APPLICABLE LAW/VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

Article XIX. 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.

Executed at Sacramento, California, on the day and year first above written.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By: _____
Ken A. Forrest
Chief Business Officer

Date: _____

K12 HEALTH

By: _____
Marianne Akerland
President

Date: _____

EXHIBIT A

SCUSD AND K12 HEALTH AGREE TO THE FOLLOWING:

1. Screening Environment

   a. The screening environment is very important. The area must be reasonably quiet and have good lighting. The screening site should be selected during school hours so that noise problems can be identified. The site should be away from stairs, windows, street noise, halltraffic, cafeterias,gyms, heating/cooling vents and equipment, bathrooms, play areas and machine rooms, etc. Sound treated areas sometimes are available in school libraries and in band or music rooms. These areas should be utilized when available.

   b. Noise levels in the test environment will be checked by the contractor prior to any hearing screening procedure. If an appropriately quiet test environment is not provided, or noise levels become & remain too high during the screening,the screening procedure will not be implemented and the testing will be discontinued.

2. Equipment

   a. SCUSD will ensure that the screening room will have at least two tables, (approximately 3' x 4' minimum), three chairs for contractor and staff, ample chairs for students and school staff, and an electrical outlet.

3. Record Keeping

   a. SCUSD will be responsible to transfer information from contractor regarding screening results to the child's permanent record.

   b. SCUSD agrees to distribute letters to caregiver(s) and staff.

   c. SCUSD will prepare a roster of each classroom to be screened at least one week prior to the screening date (an Excel spreadsheet is preferred).

4. Schedule

   a. SCUSD is responsible for developing the screening day schedule and determining the time and order of classes to be screened. The room must be set-up and ready for screening by 7:45 am.

   b. SCUSD will ensure that at least one adult person at each school will be responsible or organizing and maintaining a steady flow of students to be tested. This person will be responsible for bringing students, in alphabetical order, to the screening room. Students must remain quiet while waiting.

   c. SCUSD shall ensure K12 Health has internet access in screening room.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1b

Meeting Date: August 7, 2014

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: Business Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

Documents Attached:

1) Certificated Personnel Transactions Dated August 7, 2014
2) Classified Personnel Transactions Dated August 7, 2014

Estimated Time of Presentation: N/A

Submitted by: Ken A. Forrest, Chief Business Officer
Cancy McArn, Assistant Superintendent
Human Resources and Employee Compensation Services

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 08/07/2014

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
KUE	KA	R	Adm & Family Svcs Tech	ENROLLMENT CENTER	7/7/2014	6/30/2015	EMPLOY PROB1 LTAB 7/7-6/30/15
EXTEND							
FEINBERG KRONICK	BARBARA	Q	Dir III Integ Hlth & Spt Sv	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT LTA B 7/1/14-6/30/15
BRIDGES	RACHEL	R	Teacher Elementary	DAVID LUBIN ELEMENTARY SCHO	7/1/2014	6/30/2015	EXT LTA A 7/1/14-6/30/15
STATUS CHANGE							
VANG	SUZIE	A	Teacher Childrens Cente	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG FR 10 MOS 7/1/14
NESS	LECHELE	A	Teacher Childrens Cente	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG FR 'G2 CAL/10 MOS 7/1/14
AVELAR	ANGELA	A	Counselor High School	HEALTH PROFESSIONS HIGH SCI	7/1/2014	8/2/2014	STCHG FR PERM LTA 7/1/14
MEERS	STEFAN	B	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	5/11/2014	6/30/2014	STCHG TO PROB1 5/11/14
ROACH	MICHAEL	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2014	6/30/2015	STCHG TO .80 FTE 7/1/14
CALDWELL	STACEY	A	Teacher Elementary	CAPITAL CITY SCHOOL	7/1/2014	6/30/2015	STCHG TO PERM 7/1/14
RANKINS	SARAH	Q	Teacher Elementary	LONG TERM LEAVES	7/1/2014	6/30/2015	STCHG TO PERM LTA 7/1-6/30/15
MEERS	STEFAN	C	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	7/1/2014	6/30/2015	STCHG TO PROB2 7/1/14
LEAVES							
RANZIERI	CARLENE	A	Teacher Parent/Preschoc	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	LOA PD ADMIN 1/31-6/30/14
GRAVES	KELLY	B	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	6/30/2015	LOA UNPD PA 7/1/14-6/30/15
ROACH	MICHAEL	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2014	6/30/2015	LOA UNPD PC 7/1/14-6/30/15
SANCHEZ	DEBRA	A	Teacher Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2014	6/30/2015	LOA UNPD PC 7/1/14-6/30/15
LIEBERMAN	KENNETH	A	Teacher Elementary	H.W. HARKNESS ELEMENTARY	7/1/2014	8/15/2014	LOA EXT UNPD HE 7/1/14-8/15/14
VAUGHANBECHTOLD	KERRY	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	LOA EXT UNPD HE 40% 7/1-6/30/15
HARRIS	DANIEL	A	Teacher Elementary	HOLLYWOOD PARK ELEMENTAR	7/1/2014	6/30/2015	LOA RTN PD ADMIN 7/1/14
KURTZMAN	JAY	A	Teacher Elementary	PARKWAY ELEMENTARY SCHOO	7/1/2014	6/30/2015	LOA RTN PD ADMIN 7/1/14
CRAIG	SUSAN	A	Training Specialist	CURRICULUM & PROF DEVELOP	6/26/2014	6/30/2014	LOA RTN PD FMLA/HE 6/26/14
LOPEZ DE HOWARD	MARIA	A	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	6/30/2015	LOA RTN UNPDHE 7/1/14
MAC PHAIL	CHRISTOPHEF	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2014	6/30/2015	LOA RTN UNPD PC STCHG 7/1/14
KENNICUTT	RANDY	A	Teacher Elementary	WOODBINE ELEMENTARY SCHO	7/1/2014	6/30/2015	LOA RTN FR PD ADMIN 7/1/14
STILL	MICHAEL	R	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	LOA UNPD LOA 40% 7/1-6/30/15
PICKERING PICK	SARA	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	LOA UNPD PC LOA 7/1-6/30/15

O=Zero Yr Probationary; A=Permanent; B=First Yr Probationary; C=Second Yr Probationary; E=Temp Contract; I=Long Term Temp; J=Short Term Temp; Q=Limited Term Assignment - Evaluated; R=Limited Term Assignment - Not Evaluated

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
STEVENS	FRANCINE	A	Teacher K-8	JOHN H. STILL - K-8	7/1/2014	6/30/2015	RET FR PD ADMIN LOA 7/1/14
RUPERT	JEANINE	A	Teacher Elementary	PHOEBE A HEARST BASIC ELEM.	7/1/2014	6/30/2015	RET FR UNPD FMLA LOA 7/1/14
SEP/RESIGN/RETIRE							
BORCICH	CYNTHIA	A	Teacher High School	LUTHER BURBANK HIGH SCHOOI	7/1/2013	6/30/2014	AMENDED RETIRED RV 6/30/14
BOLDEN-SCHULTZE	ANNE	B	Coord. Child Devl Progra	CHILD DEVELOPMENT PROGRAM	11/6/2013	6/30/2014	STCHG/TERM 6/30/14
COATES	KRISTEN	B	Coord II Student Outcom	CHIEF ACCOUNTABILITY OFFICE	1/1/2014	6/30/2014	RESIGNED 6/30/14
NGUYEN	RACHEL	A	Teacher High School	LUTHER BURBANK HIGH SCHOOI	7/1/2013	6/30/2014	RESIGNED 6/13/14
PRICE	LAUREN	A	Teacher Adult Ed Hourly	NEW SKILLS & BUSINESS ED. CTI	7/1/2014	8/29/2014	RETIRED RV 8/29/14
BAFFICO	EVELYN	A	Principal Elementary Sch	JOHN CABRILLO ELEMENTARY	7/1/2013	6/30/2014	SEP RESIGN 6/30/14
STRATTON	PATRICK	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2013	6/13/2014	SEP RETIRE 6/13/14
STARK	JAMES	A	Teacher Resource Speci	JOHN F. KENNEDY HIGH SCHOOL	7/1/2013	6/13/2014	SEP/ RESIGN 6/13/14
FOX	DAWN	A	School Nurse	HEALTH SERVICES	7/1/2014	7/15/2014	SEP/RESIGN 7/15/14
CUMMINGS	TERESA	C	Chief Accountability Offic	CHIEF ACCOUNTABILITY OFFICE	7/1/2013	6/30/2014	SEP/RESIGN 6/30/14
YANG	LEE	C	Principal Elementary Sch	SUSAN B. ANTHONY ELEMENTAR	7/1/2014	7/25/2014	SEP/RESIGN 7/25/14
NOWLIN	CATHERINE	A	Teacher Spec Ed	ENGINEERING AND SCIENCES HS	7/1/2014	7/31/2014	SEP/RESIGN 7/31/14
FERREIRA	AMBER	A	Teacher Middle School	FERN BACON BASIC MIDDLE	7/1/2013	6/13/2014	SEP/RESIGN 6/13/14
JNCHARLES	LAURA	B	Teacher Elementary Spe	FATHER K.B. KENNY	3/4/2014	6/26/2014	SEP/RESIGN 6/26/14
MAC KENZIE	MEGAN	C	Teacher Spec Ed	WILL C. WOOD MIDDLE SCHOOL	7/1/2013	6/30/2014	SEP/RESIGN 6/30/14
MC PIKE	PAMELA	A	Teacher High School	ROSEMONT HIGH SCHOOL	7/1/2013	6/30/2014	SEP/RET 6/30/14
HENRIQUES	DONNA	A	Teacher Elementary	ABRAHAM LINCOLN ELEMENTAR	7/1/2013	6/30/2014	SEP/RETIRE 6/30/14
WALSH HONG	MONICA	A	Teacher Resource Speci	SPECIAL EDUCATION DEPARTME	7/1/2014	7/1/2014	SEP/RETIRE 7/1/14

Attachment 2: CLASSIFIED 08/07/2014

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
BRICE	ROBERT	B	School Plant Ops Mngr I	CALEB GREENWOOD ELEMENTAI	7/1/2014	6/30/2015	EMPLOY PROB 7/1/14
BILLINGSLY	ZACHARY	B	School Plant Ops Mngr I	MATSUYAMA ELEMENTARY SCHC	7/1/2014	6/30/2015	EMPLOY PROB1 7/1/14
BIRT	WENDELL	B	School Plant Ops Mngr I	GENEVIEVE DIDION ELEMENTAR\	7/1/2014	6/30/2015	EMPLOY PROB1 7/1/14
GARCIA JR	JOSE	B	School Plant Ops Mngr I	EARL WARREN ELEMENTARY SC	7/1/2014	6/30/2015	EMPLOY PROB1 7/1/14
GREGG	HALEY	B	Clerk III	FACILITIES MAINTENANCE	7/1/2014	6/30/2015	EMPLOY PROB1 7/1/14
STOWERS	DANIEL	B	School Plant Ops Mngr I	SEQUOIA ELEMENTARY SCHOOL	7/1/2014	6/30/2015	EMPLOY PROB1 7/1/14
WEST	SKYLAR	B	Site Cmptr Suprt Tech I	INFORMATION SERVICES	7/16/2014	6/30/2015	EMPLOY PROB1 7/16/14
HUFFMAN	JAMIE	B	Glazier	FACILITIES MAINTENANCE	7/7/2014	6/30/2015	EMPLOY PROB1 7/7/14
KINSEY	DEJA	Q	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	3/16/2015	EMPLOY PROB1 LTAB 7/1-6/30/15
HOOVER	SANDRA	B	School Plant Ops Mngr I	MARTIN L. KING JR ELEMENTARY	7/1/2014	6/30/2015	EMPLOY 7/1/14
EXTEND							
CHANG	MAY	Q	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	6/30/2015	EXT PROB 1 LTA 7/1/14-6/30/14
SMITH	WELLINGTON	Q	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	11/30/2014	EXT PROB LTA 7/1/14-6/30/15
CHORD	CHERYL	Q	Youth Services Specialist	YOUTH DEVELOPMENT	7/1/2014	9/17/2014	EXT LTA A 7/1/14-6/30/15
KIRKENDOLL	PAULINE	Q	Instructional Aide	FOSTER YOUTH SERVICES PROG	7/1/2014	6/30/2015	EXT LTA B 7/1/14-6/30/15
KIRKENDOLL	PAULINE	Q	Sch Community Liaison II	FOSTER YOUTH SERVICES PROG	7/1/2014	6/30/2015	EXT LTA B 7/1/14-6/30/15
FISHER	DYLAN	Q	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	2/28/2015	EXT LTA B 7/1/14
GHOLAR III	LAUREATE	R	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	11/30/2014	EXT LTA B 7/1/14-6/30/15
GRIFFIN	KITTY	R	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	8/31/2014	EXT LTA B 7/1/14-6/30/15
JUHLIN	LYNN	Q	FACE Technician	YOUTH DEVELOPMENT	7/1/2014	6/30/2015	EXT LTA B 7/1/14-6/30/15
FERNANDES	MICHAEL	R	Applications Spec I	YOUTH DEVELOPMENT	7/1/2014	6/30/2015	EXT LTA B/PERM 7/1/14-6/30/15
WILCOX	MARK	R	Facilities Project Tech	FACILITIES SUPPORT SERVICES	7/1/2014	6/11/2015	EXT LTAA 7/1/14-6/30/15
BOZEMAN	JERY	Q	Facilities Project Tech	FACILITIES SUPPORT SERVICES	7/1/2014	5/3/2015	EXT LTAB 7/1/14-6/30/15
SMITH	DENNIS	R	School Plant Ops Mngr I	LANGUAGE ACADEMY	7/1/2014	6/30/2015	EXT PERM LTA B 7/1/14-6/30/15
WASHINGTON	ROSEALICIA	Q	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	3/31/2015	EXT PERM LTA 7/1/14-6/30/15
MOUA	KIA	Q	Certified Occup Therapy /	SPECIAL EDUCATION DEPARTME	7/1/2014	6/30/2015	EXT PERM LTA A 7/1-6/30/15
NARVAEZ	CHRISTINA	R	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	9/19/2014	EXT PERM LTA 7/1/14-6/30/15
PACHECO	GLENNIELYN	Q	Youth Services Specialist	YOUTH DEVELOPMENT	7/1/2014	9/30/2014	EXT PERM LTA 7/1/14-6/30/15
ROVER-MATTHEWS	JENICE	Q	Clerk III	YOUTH DEVELOPMENT	7/1/2014	8/7/2014	EXT PERM LTA 7/1/14-6/30/15
ULLOA	JAIME	R	Youth Services Pgm Ass(	YOUTH DEVELOPMENT	7/1/2014	8/31/2014	EXT PERM LTA 7/1/14-6/30/15

O=Zero Yr Probationary; A=Permanent; B=First Yr Probationary; C=Second Yr Probationary; E=Temp Contract; I=Long Term Temp; J=Short Term Temp; Q=Limited Term Assignment-Evaluated; R=Limited Term Assignment-Not Evaluated

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
VASQUEZ	ENEDINA	Q	Custodian	SOL AUREUS COLLEGE PREP	7/1/2014	8/31/2014	EXT PROB LTA B 7/1/14-6/30/15
ALVAREZ BEVENS	TINA	Q	Pgm Records Tech-P&C	FACILITIES SUPPORT SERVICES	7/1/2014	6/11/2015	EXT PROB LTA A 7/1/14-6/30/15
RE-EMPLOY							
SAETERN	CHOY	A	Custodian	CAROLINE WENZEL ELEMENTAR'	7/14/2014	8/31/2014	REEMPL FR 39MO RR 7/14/14
HUERTA	MANUEL	A	Custodian	MARK TWAIN ELEMENTARY SCHC	7/8/2014	6/30/2015	REEMPL FR 39MO RR 7/8/14
AMENEYRO	EDUARDO	A	Custodian	ROSEMONT HIGH SCHOOL	7/1/2014	6/30/2015	REEMPL FR 39 MO RR 7/1/14
AMEY	DARRELL	A	School Plant Ops Mngr I	HUBERT H BANCROFT ELEMENTA	7/1/2014	6/30/2015	REEMPL FR 39 MO RR 7/1/14
TORRES	MARIA	A	Custodian	ROSEMONT HIGH SCHOOL	7/1/2014	6/30/2015	REEMPL FR 39 MO RR 7/1/14
VANG	FONG	Q	Custodian	CAPITOL COLLEGIATE ACADEMY	7/1/2014	9/30/2014	REEMPL FR 39 MO RR 11/4/13
LUC	HUNG	A	Custodian	JOHN CABRILLO ELEMENTARY	7/2/2014	6/30/2015	REEMPL FR 39 MO RR 7/2/14
LUKE	CHRISTOPHEF	A	Custodian	LUTHER BURBANK HIGH SCHOOL	7/1/2014	8/31/2014	REEMPL FR 39MO RR 7/1/14
SU	YUNFENG	A	Custodian	JOHN MORSE THERAPEUTIC	7/1/2014	8/31/2014	REEMPL FR 39MO RR 7/1/14
SANCHEZ	JOE	A	Custodian	CAPITAL CITY SCHOOL	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
SANCHEZ	JOE	A	Custodian	EDWARD KEMBLE ELEMENTARY	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
BELVEAL	CHARLES	A	Custodian	CESAR CHAVEZ INTERMEDIATE	7/1/2014	7/14/2014	REEMPL FR 39MO RR 7/1/14
BELVEAL	CHARLES	A	Custodian	JOHN D SLOAT BASIC ELEMENTA	7/1/2014	7/14/2014	REEMPL FR 39MO RR 7/1/14
NGUYEN	KHOI	A	Custodian	SERNA CENTER	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
REECE	TONI	A	Custodian	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	8/31/2014	REEMPL FR 39MO RR 7/1/14
SAETERN	CHOY	A	Custodian	ENGINEERING AND SCIENCES HS	7/14/2014	8/31/2014	REEMPL FR 39MO RR 7/14/14
FOUGERE	PHILIP	A	Custodian	SERNA CENTER	7/16/2014	6/30/2015	REEMPL FR 39MO RR 7/16/14
AHOKAVA	MATAIASI	A	Custodian	HOLLYWOOD PARK ELEMENTAR'	7/7/2014	6/30/2015	REEMPL FR 39MO RR 7/7/14
AHOKAVA	MATAIASI	A	Custodian	PONY EXPRESS ELEMENTARY SC	7/7/2014	6/30/2015	REEMPL FR 39MO RR 7/7/14
HUERTA	MANUEL	A	Custodian	PETER BURNETT ELEMENTARY	7/8/2014	6/30/2015	REEMPL FR 39MO RR 7/8/14
RIVERA	ANA	A	Custodian	ISADOR COHEN ELEMENTARY SC	7/1/2014	8/31/2014	REEMPL PERM FR 39MO 7/1/14
RIVERA	ANA	A	Custodian	O. W. ERLEWINE ELEMENTARY	7/1/2014	8/31/2014	REEMPL PERM FR 39MO 7/1/14
CINCIRIPINO	RALPH	B	School Plant Ops Mngr I	DAVID LUBIN ELEMENTARY SCHC	7/1/2014	6/30/2015	REEMPL PROB1 7/1/14
HICKMAN	RICHARD	A	Custodian	H.W. HARKNESS ELEMENTARY	7/1/2014	6/30/2015	REEMPL/REA FR 39MO RR 7/1/14
HICKMAN	RICHARD	A	Custodian	WOODBINE ELEMENTARY SCHOC	7/1/2014	6/30/2015	REEMPL/REA FR 39MO RR 7/1/14
BROWN	ESTELA	A	Office Tchncn II	JOHN F. KENNEDY HIGH SCHOOL	7/8/2014	6/30/2015	REEMPL/REA FR 39MO RR 7/8/14
STATUS CHANGE							
STUCKS	GITONE	A	Inst Aid Spec Ed	JOHN BIDWELL ELEMENTARY	7/1/2014	6/30/2015	REA STCHG 7/1/14
VUE	JOHNNY	B	Family Partnership Facilit	PARENT ENGAGEMENT	7/1/2014	6/30/2015	REA STCHG TR 7/1/14
HICKS	SHARON	Q	Adm & Family Svcs Tech	ENROLLMENT CENTER	7/7/2014	6/30/2015	REA/STCHG/TR 7/7/14
TORRES	LISA	A	State/Federal Accounting	MULTILINGUAL EDUCATION DEPT	7/1/2014	6/30/2015	REA/STCHG/TR 7/1/14
CAVES	MICHAEL	B	School Plant Ops Mngr I	THEODORE JUDAH ELEMENTARY	7/1/2014	7/31/2014	REA/TR/STCHG PROB1 7/1/14
ASTORGIA	TANYA	A	Office Tchncn I	RESEARCH & EVALUATION SERV	7/1/2014	6/30/2015	REA/TR FR CAJ 7/1/14

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
FIGUEROA	BEATRIZ	A	Adult Ed Customer Rel C	NEW SKILLS & BUSINESS ED. CTF	7/1/2014	6/30/2015	REA/TR FR ROSEMONT 7/1/14
BRAVO	SERGIO	B	School Plant Ops Mngr I	HOLLYWOOD PARK ELEMENTARY	7/1/2014	6/30/2015	REA/TR 7/1/14
WHITE III	ALONZO	A	Custodian	LUTHER BURBANK HIGH SCHOOL	7/1/2014	6/30/2015	REA/STCHG PERM 7/1/14
KIENE	JOHN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	6/30/2015	STCHG TO.625 7/1/14
WONG	MAI	A	Teacher Assistant Bilingu	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG FR .875 7/1/14
BELTRAN	PATRICIA	A	Teacher Assistant Bilingu	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG FR 0.875 TO 1.0 7/1/14
ZAPATA	JENNIE	A	Home Visitor HS-EHS Ho	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG/WVG 7/1/14
LY	SHERRI	A	Home Visitor HS-EHS Ho	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG/POS# CHG 7/1/14
LOVE	CHARLES	A	Case Mngr Truncy & Pub	AMERICAN LEGION HIGH SCHOOL	7/1/2014	6/30/2015	STCHG FR PERM LTA 7/1/14
TAFOYA	ROGER	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	6/30/2015	STCHG FR TO .625 7/1/14
VU	MY	A	Teacher Assistant Bilingu	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG FR.875 7/1/14
BEERMANN XIV	CARL	A	Fund Spec	BUDGET SERVICES	7/1/2014	9/30/2014	STCHG PERM 7/1/14
HANNIGAN	LYNZEY	A	Carpet/Floor Maint Worke	BUILDINGS & GROUNDS/OPERAT	7/1/2014	8/31/2014	STCHG PERM/TR 7/1/14
SANCHEZ	BARBARA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	8/13/2014	STCHG TO .625 7/1/14
GUTIERREZ	JESSE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	6/30/2015	STCHG TO .625 FTE 7/1/14
GARTON	WILLIAM	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	8/13/2014	STCHG TO .625 7/1/14
LUEVANO	ANDRES	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	8/13/2014	STCHG TO .625 7/1/14
ARROYO	VICTORIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	6/30/2015	STCHG TO .6250 7/1/14
KWONG	WAI	A	Pupil Personnel Records	CAPITAL CITY SCHOOL	7/1/2014	6/30/2015	STCHG TO PERM 7/1/14
ADAMS	NICOLE	A	Clerk III	ROSEMONT HIGH SCHOOL	7/1/2014	6/30/2015	STCHG TO PERM/TR 7/1/14
CURIEL	YESENIA	A	Home Visitor HS-EHS Ho	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	STCHG/POS# CHG 7/1/14
JAMES	DONALD	P	Custodian	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	8/31/2014	STCHG/TR/ 7/1/14
BELVEAL	CHARLES	A	Custodian	JOHN F. KENNEDY HIGH SCHOOL	7/15/2014	6/30/2015	TR 7/15/14

LEAVES

GARCIA	MARIA	A	Instructional Aide	A.WARREN McCLASKEY ADULT	7/14/2014	10/7/2014	UNPD FMLA LOA 7/14/14-10/07/14
NARVAEZ	CHRISTINA	R	Youth Services Pgm Ass	YOUTH DEVELOPMENT	6/27/2014	6/30/2014	LOA UNPD FMLA 6/27/14-9/19/14
ANJO	CHRISTINE	A	Occupational Therapist	SPECIAL EDUCATION DEPARTME	7/1/2014	8/20/2014	LOA EXT PD FMLA/HE 7/1-8/20/14
DAILY	CHRIS	A	Customer Service Specia	HUMAN RESOURCE SERVICES	7/3/2014	8/5/2014	LOA EXT PD HE FMLA 7/1-8/5/14
JOHNSON	CYNTHIA	A	Bus Driver	TRANSPORTATION SERVICES	7/5/2014	10/6/2014	LOA EXT PD HE/FMLA 7/5-10/6/14
JOHNSON	CYNTHIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2014	7/4/2014	LOA EXT UNPD FMLA 3/7 - 6/30/14
HACKMAN	LOIS	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	LOA RTN PD HE/FMLA 7/1/14
VALENCIA	TRINA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	3/3/2014	6/2/2014	AMEND LOA UNPD 3/3/14 - 6/2/14
MOUA	KIA	Q	Certified Occup Therapy	SPECIAL EDUCATION DEPARTME	5/12/2014	6/13/2014	RESC UNPD FMLA 5/12-6/13/14
RAYA JR.	TONY	A	Custodian	ETHEL PHILLIPS ELEMENTARY	7/1/2014	8/31/2014	RET FR PD ADMIN LOA 7/1/14
VALENCIA	TRINA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	6/3/2014	6/30/2014	RTN FR LOA UNPD 6/3/14

SEP/RESIGN/RETIRE

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
CONNER	KATHLEEN	A	School Community Liaiso	GOLDEN EMPIRE ELEMENTARY	11/1/2013	6/12/2014	RESIGNED HE 6/12/14
QUEENSBURY	MALAY	A	Controller-Bookkeeper HS	ENGINEERING AND SCIENCES HS	7/1/2014	7/9/2014	SEP/RESIGN 7/9/14
GARCIA	ELIZABETH	R	Instructional Aide	BRET HARTE ELEMENTARY SCHC	3/11/2014	6/27/2014	SEP/RESIGN 6/27/14
TRAN	CHI	B	Child Dev Spec I	CHILD DEVELOPMENT PROGRAM	7/1/2013	6/30/2014	SEP/RESIGN 6/30/14
CHU	WINNIE	A	Inst Aid Spec Ed	SAM BRANNAN MIDDLE SCHOOL	7/1/2013	6/12/2014	SEP/RETIRE 6/12/14
GOULD	LEAH	A	Office Tchncn II	WEST CAMPUS	7/1/2014	7/16/2014	SEP/RETIRE 7/16/14
ALFARO	MARIA	A	Adult Ed Data Information	A.WARREN McCLASKEY ADULT	7/1/2013	6/30/2014	SEP 39MO RR 6/30/14
ALI	HASMUL	A	Library Media Tech Asst	EARL WARREN ELEMENTARY SC	10/14/2013	6/30/2014	SEP 39MO RR 6/30/14
MURRAY	LYNETTE	B	Adult Ed Accounting Tech	NEW SKILLS & BUSINESS ED. CTF	7/1/2013	6/30/2014	SEP 39MO RR 6/30/14
TORRES	ELIZABETH	R	Student and Family Supp	INTEGRATED COMMUNITY SERVI	11/4/2013	6/30/2014	SEP/ 39MO RR 6/30/14
VAN AIRSDALE	CONNIE	A	Office Tchncn I	RESEARCH & EVALUATION SERV	10/26/2013	6/30/2014	SEP/ 39MO RR 6/30/14
ARTIOMENKO	NATALIA	A	Teacher Assistant Bilingu	ABRAHAM LINCOLN ELEMENTARY	7/1/2013	6/30/2014	SEP/39 MO RR 6/30/14
HAAN	MICHELLE	R	Teacher Assistant Bilingu	ELDER CREEK ELEMENTARY SCH	6/1/2014	6/30/2014	SEP/39 MO RR 6/30/14
THOMPSON	ANNETTE	A	Inst Aid Comp Lab	CALEB GREENWOOD ELEMENTAI	12/3/2013	6/30/2014	SEP/39 MO RR 6/30/14
WHARTON	JASON	Q	Instructional Aide	H.W. HARKNESS ELEMENTARY	12/9/2013	6/30/2014	SEP/39 MO RR 6/30/14
DOWNEY	STEPHANIE	Q	Instructional Aide	MATSUYAMA ELEMENTARY SCHC	12/5/2013	6/30/2014	SEP/39 MO RR 6/30/14
GONSALVES	STELLA	A	Research Assistant	RESEARCH & EVALUATION SERV	4/9/2014	6/30/2014	SEP/39 MO RR 6/30/14
MORRIS	TWILA	Q	Instructional Aide	MATSUYAMA ELEMENTARY SCHC	9/23/2013	6/30/2014	SEP/39 MO RR 6/30/14
TYULYU	ANNA	Q	EPSDT Specialist	INTEGRATED COMMUNITY SERVI	4/1/2014	6/30/2014	SEP/39 MO RR 6/30/14
PERUZZI	SUSAN	A	Inst Aid Spec Ed	JOHN D SLOAT BASIC ELEMENTA	7/1/2014	7/1/2014	SEP/RESIGN 7/1/14

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: August 7, 2014

Subject: Approve Revised 2014-15 Local Control Accountability Plan (LCAP)

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

Division: Communications Office

Recommendation: Approve the revised 2014-15 Local Control Accountability Plan (LCAP).

Background/Rationale:
Pursuant to Ed Code 52060, SCUSD's Board of Education adopted a Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for specific subgroups with the district.

Following adoption of SCUSD's LCAP, the district received direction from the Sacramento County Office of Education (SCOE) to make specific additions and/or amendments to Section 2, Section 3C and Section 3D. Additionally, the final version includes additional expenditures included in the 2014-15 budget revision, adopted by the Board at the July 17, 2014 Board meeting.

Financial Considerations: None

Documents Attached:
1) Executive Summary
2) SCUSD 2014-15 Final LCAP

Estimated Time of Presentation: NA
Submitted by: Gabe Ross, Chief Communications Officer
Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Local Control Accountability Plan (LCAP)
August 7, 2014

I. Introduction:

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 on or before July 1, 2014 every school district is expected to adopt a Local Control and Accountability Plan (LCAP) and budget.

The LCAP is the funding formula's vehicle for transparency and engagement. It must describe for each school district, and each school within the district, the annual goals and specific actions to achieve those goals for all students and each subgroup of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts must describe the specific actions that districts will take to achieve the goals it has identified with budget details that show the type of state expenditure made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State Board of Education adopted an LCAP template that groups the LCAP's eight State Priorities in three areas: Pupil Outcomes, Engagement and Conditions of Learning.

Pupil Outcomes

- **Priority 1:** Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness and language proficiency.
- **Priority 3:** Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising of a broad course of study.

Engagement

- **Priority 2:** Student Engagement: Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school) and high school graduation.
- **Priority 4:** School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
- **Priority 5:** Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English-learners, foster youth and individuals with exceptional needs.

Conditions of Learning

- **Priority 6:** Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials and facilities in good repair.
- **Priority 7:** Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English-learners to access the Common Core academic content standards and the English Language Development standards.
- **Priority 8:** Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English-learners, foster youth and individuals with exceptional needs. *Source: WestEd*

II. Driving Governance:

Pursuant to Ed Code 52060, SCUSD's Board of Education adopted a Local Control and Accountability Plan (LCAP) on June 19, 2014 (prior to the July 1 deadline) using the template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for specific subgroups with the district.

Following adoption of SCUSD's LCAP, the district received direction from the Sacramento County Office of Education (SCOE) to make specific additions and/or amendments to Section 2, Section 3C and Section 3D. Additionally, the final version includes the addition of additional expenditures included in the 2014-15 budget revision, adopted by the Board at the July 17, 2014 Board meeting.

III. Revisions to Plan:

The Final LCAP includes the following additions and/or amendments per direction from the SCOE (*Note that a version of the Board-adopted LCAP with changes tracked is included as an attachment):*

Section 2: Goals and Progress Indicators

- Goals and progress indicators were added regarding the district's implementation of English Language Development (ELD) standards.
- Goals and progress indicators were added regarding the district's implementation of

Next Generation Science standards.

- Goals and progress indicators were added regarding "Sufficiency of Textbooks" based on 2013-14 Williams Inspection results.
- Goals and progress indicators were added regarding "complete course access to all students" in the district.
- Goals and progress indicators were added regarding expulsion rates.
- Goals and progress indicators were added regarding middle school drop out rates.
- Goals and progress indicators were added regarding school safety and climate survey results (using results from the most recent California Healthy Kids Survey).
- Goals and progress indicators were added regarding parent engagement: the number of schools with active parent organizations, the number of parents (and EL parents) participating in the district's Parents as Partners program and the response rate (and demographics) from the district's LCAP survey.
- Language was added to Section 2 specifically noting that each goal is applicable to all students, including low-income students, English-learners and foster youth.

Section 3: Actions, Services and Expenditures

- ***Section 3A*** - On July 17, 2014, the SCUSD Board of Education adopted revisions to the 2014-15 budget, including $200,000 in expenditures to begin to implement Restorative Practices programs in the district. In order to ensure that the Final LCAP is in alignment with the final adopted budget, that expenditure has been added to Section 3A (under Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment).
- ***Section 3C*** – Section 3C was rewritten to provide significantly more specificity regarding the calculations of number of non-duplicated subgroup students in the district, as well as more specificity regarding district-wide expenditures (all expenditures listed in Section 3C are also included in Section 3A).
- ***Section 3D*** – Section 3D was rewritten to provide significantly more specificity regarding how additional LCFF resources are being spent to specifically meet the needs of low-income students, English-learners and foster youth.

IV. Major Initiatives:

Budget forums, community meetings and development of LCAP. Simultaneously working with Budget team to receive budget updates.

V. Results:

Staff recommends the SCUSD Board of Education approve the 2014-15 Local Control and Accountability Plan.

VI. Next Steps:

- Following SCUSD Board approval, the Final 2014-15 Local Control and Accountability Plan will be sent to SCOE for approval.

Offer § 15497. Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: Sacramento City Unified School District **Contact Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400**

LCAP Year: 2014-2015

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.

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. 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 should comply with instructions and 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. 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.

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 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:

***Parent involvement**: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2) November 6, 2013 Parent Advisory Committee Meeting	The Parent Advisory Committee Meetings provided a forum to inform, educate, and gather input and feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies. Jannelle Kubinec, WestEd Director of Comprehensive School

	Assistance Program explained the Local Control Funding Formula. Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant District work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster Youth and low-income students. 70% of school sites were represented.
December 16, 2013 Parent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.
January 22, 2014 Parent Advisory Committee Meeting	Attendees broke into smaller groups to discuss and give feedback on 4 of the 8 state priorities: Student Achievement, School Climate, Course Access, and Implementation of Common Core Standards.
February 13, 2014 Parent Advisory Committee Meeting	This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: Student Engagement, Parent Engagement, Basic Services and Other Student Outcomes. Input and feedback were recorded.
April 2, 2014 Parent Advisory Committee Meeting	A DRAFT LCAP was presented to the Parent Advisory

	Committee, who shared their feedback, concerns, and questions. Responses to their questions have been posted to www.scusd.edu/LCAP.
February –March 7, 2014 School Site Engagement	Each school site was asked to engage their parents in a discussion of the Local Control Funding Formula and the State Priorities. Principals presented at their standing meetings- School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites were engaged.
Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24 – April 21	This is a grassroots model utilized to gather authentic input and feedback on LCAP. The Community Engagement Process relies on key community organizing strategies of empowering community members as Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop, and share with stakeholders early before anything is "finalized." SCUSD trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies. PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey. The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF

	subgroups was heard. 62% of the more than 1,200 respondents represented low-income students. 46% of the more than 1,200 respondents represented English learners. District personnel attended District Advisory Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared the survey through their networks. Answers to questions gathered at these meetings are posted along with the answers to those posted by the Parent Advisory Committee at www.scusd.edu/LCAP.
District Advisory Groups March 24, 2014 Community Advisory Committee (CAC) April 8, 2014 District Advisory Committee (DAC) April 9, 2014 District English Learner Advisory Committee (DELAC)	The draft LCAP was posted on the district website and shared broadly at various advisory committee and community group meetings in order to gather feedback from all stakeholders.
Collective Bargaining Groups Sacramento City Teachers Association – Oct 22, 2013; April 30, May 9 and May 15, 2014 United Professional Educators – Oct 22 and Dec 17, 2013; April 28, May 6 and May 20, 2014 Classified Supervisors Assoc. – Oct 24 and Nov 22, 2013; Feb 13, April 29 and May 14, 2014 Service Employees Internat. Union – Oct 16, Nov 20 and Dec 4, 2013; Feb 12, April 24, May 1, May 13 and May 22, 2014 Teamsters – Oct 24, 2013; Jan 16, March 7, April 23, May 2 and May 15, 2014	LCAP discussions were included on agendas of regular meetings with all labor partners throughout the engagement process to ensure their involvement in discussions. Surveys and information on LCAP meetings were all distributed widely to all district staff.
SCUSD Governing Board Presentations January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP June 5, 2014 Public Hearing June 19, 2014 LCAP and Budget Approval	Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise were instrumental in developing revisions to the draft and the completion of the final LCAP which was brought to the local Board of Education for approval with the District 2014-15 budget.

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students? (based on identified metric)**			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**	
Goal 1: **In order increase the percentage of students who are on track to graduate college and career ready, there is a need to**: **Increase high school graduation rate:** 2012-13 Cohort Rate: 85.4% ELs: 78.7% Low Income: 83.9% (DataQuest Graduation Data – Cohort Data by Program)	**Goal 1:** **Increase percent of students who are on-track to graduate college and career ready** 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	All students; Low Income, English Learner students and Foster Youth	LEA-wide		Increase Cohort graduation rate to 88% ELs: 81% Low Income: 87%	Increase Cohort graduation rate to 90% ELs: 84% Low Income: 89%	Maintain cohort graduation rate at 90% Increase EL: 87% Low Income: 90%	Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success

Increase academic proficiency in ELA and mathematics Beginning in 2014-15, growth will be measured using CAASPP 2013 API: 770 Low Income: 731 EL: 709 (DataQuest – API Report)	requirements. We've continued to invest in professional development 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. With increased funding, we look forward to developing comprehensive early learning programs, effective multi-tiered support systems, and replicating strategies used by our highest-performing schools and programs. We have strategic partnerships that expose students to career pathways through internships	Establish math and ELA proficiency baselines as measured by the CAASPP. Establish math and ELA below proficiency baselines as measured by the CAASPP.	To be determined using 2014-2015 baseline data To be determined using 2014-2015 baseline data	To be determined using 2014-2015 baseline data To be determined using 2014-2015 baseline data
		API remains frozen at 2013 levels: API: 770 Low Income: 731 EL: 709	API remains frozen at 2013 levels: API: 770 Low Income: 731 EL: 709	API growth targets to be reset by CDE
Implementation of Common Core State Standards: 2013-14 Training Participants Baseline Data: Leadership: 110 Teachers: 748 Parents: 534 Support Staff: 265 (Academic Office)		Continue Common Core Professional Development Increase total trained: Leadership: 110 Teachers: 778 Parents: 556 Support Staff: 276	Continue Common Core Professional Development Additional Participants: Leadership: 110 Teachers: 808 Parents: 578 Support Staff: 281	Continue Common Core Professional Development Additional Participants: Leadership: 110 Teachers: 838 Parents: 600 Support Staff: 292
Implementation of ELD Standards 2013-14 Training Participation Baseline Data: Cohort #1, consisting of 25 teachers at 6 schools		Cohort # 1: Year 2 Training; Add Cohort #2 with 25 teachers each at 6 additional schools	Continue training: Year 3 for Cohort # 1 Year 2 for Cohort #2	Continue training: Year 3 for Cohort #2

New Generation Science Standard Implementation: Implementation not started in 2013-14	and service learning as well as partnerships that increase summer, during- and after-school opportunities for students.	Develop implementation plan and build stakeholder awareness	Begin the transition to the New Standards by engaging in ongoing, targeted professional learning, community engagement, and building an infrastructure of support	Full implementation with aligned resources, ongoing professional learning, and community engagement
Sufficiency of Textbooks: Sacramento County Office of Education 2013-14 Williams Inspection Results: 27 schools - No textbook insufficiency (SCOE)		Maintain textbook sufficiency	Maintain textbook sufficiency	Maintain textbook sufficiency
Course Access: Students will have access to complete all courses, including those required for graduation		Course Access: 100%	Course Access: 100%	Course Access: 100%
Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: 19% Math: 13% (Linked Learning Office)		Increase % of student prepared for college as indicated on EAP English: 20% Math: 14%	Increase % of student prepared for college as indicated on EAP English: 23% Math: 16%	Increase % of student prepared for college as indicated on EAP English: 25% Math: 19%

Increase participation in GATE 2012-13 GATE participation: Elementary: 11%; Middle: 34% (GATE office)	Increase participation in GATE to: Elementary: 14% Middle: 37%	Increase participation in GATE to: Elementary: 17% Middle: 40%	Increase participation in GATE to: Elementary: 20% Middle: 43%
Increase a-g completion. 2012-13 a-g completion %: 39% (Academic Office)	Increase a-g completion to 44%	Increase a-g completion to 49%	Increase a-g completion to 54%
Increase AP Exam pass rates 2011-12: Score 3 or higher: 88.7% (DataQuest AP Exam Results Report)	Increase AP Exam Pass Rate: 89.7%	Increase AP Exam Pass Rate 90.7%	Increase AP Exam Pass Rate 91.7%
Increase number of students enrolled in Linked Learning Pathways/Career Academies: 2013-14: 4,578 (Linked Learning Office)	Increase # of Linked Learning Pathways/Career Academy students: 5,062	Increase # of Linked Learning Pathways/Career Academy students: 6,100	Increase # of Linked Learning Pathways/Career Academy students: 7,016
Meet State/Federal AMAO targets 2012-13 AMAOs AMAO #1: 55.3% AMAO #2: <5 years: 20.8%; >5 years 47.5	Federal 2014-15 AMAO Targets AMAO #1: 59% AMAO #2: <5 years: 22.8%; >5 years 49% AMAO #3:	Federal; 2015-16 AMAO Targets AMAO #1: 61% AMAO #2: <5 years: 23.9%; >5 years 51% AMAO #3:	Federal 2016-17 AMAO Targets AMAO #1: 62% AMAO #2: <5 years: 25%; >5 years 53% AMAO #3:

AMAO #3: Grad rate: 78.9 ELA % Prof.: 33.7% Math % Prof.: 49.8% (SCOE)					Grad rate: 81% ELA % Prof.: 36% Math % Prof.: 52%	Grad rate: 84% ELA % Prof.: 38% Math % Prof.: 54%	Grad rate: 87% ELA % Prof.: 40% Math % Prof.: 57%	
Increase Reclassification Rate 2012-13: 9.2% (SCOE)					Increase reclassification rate to 10%	Increase reclassification rates to 11%	Increase reclassification rates to 12%	
Decrease teacher Mis-assignment rate: 2013-14: 3%					Decrease teacher Mis-assignment rate to 2.75%	Decrease teacher Mis-assignment rate to 2.5%	Decrease teacher Mis-assignment rate to 2.25%	
Goal 2: SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs: The loss of custodians and plant managers district-wide forced other classified and certificated staff to take on cleaning and maintenance duties taking them from full focus on service to students and parents. Their extra	**Goal 2:** **Schools will provide students with a clean, healthy, physically, and emotionally safe learning environment.** SCUSD believes that school environments, from the curb to the classroom, are conducive to student learning. Our goal is that increased LCFF funding will allow the district to provide the services that are necessary for schools to be clean, safe, welcoming, and healthy. We work with parents and communities to	All students; Low Income, English Learner students and Foster Youth	LEA-wide				.	Student Engagement; School Climate; Basic Services;

time and effort resulted in a FIT rating of 100%. There is a need to increase custodian/plant managers based on the following budget impacts to their ranks. **Custodian/Plant Manager Positions:** 2010-11: 215 2011-12: 209 2012-13: 119.5 2013-14: 125 (Facilities Support Services) **To increase student engagement in schools district wide as indicated by the:** **2013-14 District Attendance Rate**; 95.37% Low Income: 95.20% EL: 96.12% Foster Youth: 92.99% (SCUSD Data Dashboard) **2012-13 Chronic Absence Rates** (the percent of students	provide facilities, playgrounds and athletic fields that everyone can use and enjoy. School based LCFF with other site and grant funds provide staff that serve in support centers, provide preventative services, and Social-Emotional Learning at schools throughout the district. These efforts as well as positive behavior intervention systems help students who are struggling socially, emotionally, behaviorally and/or academically. Social workers, nurses, family advocates, interns and community partners work directly with school staff, students, and parents to address issues that are of concern to them.				Maintain Fit (Facilities Inspection Tool) Inspection Rating 100% Custodians will be increased by 21.5 FTE Plant Managers will be increased by 11 FTE District-wide attendance rates will increase to 96%. Low Income: 96% EL: 97% Foster Youth: 94%	Maintain Fit (Facilities Inspection Tool) Inspection Rating 100% Custodians will be maintained at 86.5 FTE Plant Managers will be maintained at 71 FTE. District-wide attendance rates will increase to 96.5%. Low Income: 97% EL: 97% Foster Youth: 95%	Maintain Fit (Facilities Inspection Tool) Inspection Rating 100% Custodians will be maintained at 86.5 FTE Plant Managers will be maintained at 71 FTE. District-wide attendance rates will increase to 97.0%. Low Income: 97% EL: 97% Foster Youth: 96%	

who have been absent for more than 10% of their enrolled days) Elementary 11.8% K-8: 10.3% Middle: 13.2% High: 22.1% Low Income: 14.7% ELs: 11% Foster Youth: 31.1% (Integrated Services)					Decrease Chronic Absence rates 10% and higher: Elementary: 11.3% K-8: 10.9% Middle: 12.6% High: 21.5% Low Income: 14.2% ELs: 10.5% Foster Youth: 29.6%	Decrease Chronic Absence rates 10% and higher: Elementary: 10.7% K-8: 10.4% Middle: 12.1 High: 21% Low Income: 13.7% ELs: 10% Foster Youth: 29.1%	Decrease Chronic Absence rates 10% and higher: Elementary: 10.2% K-8: 9.9% Middle: 11.6% High: 20.5% Low Income: 13.2% ELs: 9.5% Foster Youth: 28.6%	
# of Suspensions 2013: (Out of School) Elementary: 1,241 K-8: 245 Middle: 1,167 High: 2,237 (In School) Elementary: 21 K-8: 18 Middle: 42 High: 16 (Data Dashboard)					Decrease # of Suspensions: (Out of School) Elementary: 1,055 K-8: 209 Middle: 992 High: 1,896 (In School) Elementary: 18 K-8: 15 Middle: 36 High: 14	Decrease # of Suspensions: (Out of School) Elementary: 869 K-8: 171 Middle: 817 High: 1,562 (In School) Elementary: 15 K-8: 13 Middle: 36 High: 14	Decrease # of Suspensions: (Out of School) Elementary: 620 K-8: 122 Middle: 583 High: 1,115 (In School) Elementary: 10 K-8: 9 Middle: 21 High: 8	
# of Expulsions: 2012-13 Expulsion Rate: 0.0% (11) ○ MS: 0.0% (1) ○ High: 0.0% (10) (DataQuest)					Maintain low expulsion rates of <0.1% in both MS and HS	Maintain low expulsion rates of <0.1% in both MS and HS	Maintain low expulsion rates of <0.1% in both MS and HS	
2012-13 Cohort Drop Out Rate: 5.9% EL: 9.2%					Decrease 2012-13 Cohort Drop Out Rate: 5% EL: 8.5%	Decrease 2012-13 Cohort Drop Out Rate: 4.5% EL: 8%	Decrease 2012-13 Cohort Drop Out Rate: 4% EL: 7.5%	

Low Income: 5.9% (DataQuest Cohort Outcome Data) **2012-13 Middle School Drop Out Rate**: .08% (DataQuest) **School Safety & Climate Survey** 2011-12 Elementary California Healthy Kids Survey Results: ○ School Environment: 45% ○ School Connectedness: 55% ○ Positive Peer Relationships: 45% ○ School Safety: 48% 2012-13 Secondary California Healthy Kids Survey Results: ○ School Environment: 28% ○ School Connectedness: 39% ○ School Safety: 61% (CDE, DataQuest/ CHKS Survey)					Low Income: 5% Maintain a MS Drop Out rate of <1% Increase percentage of students reporting all positive school climate factors: • Elem: +1% • Secondary: +1%	Low Income: 4.5% Maintain a MS Drop Out rate of <1% Increase percentage of students reporting positive all school climate factors: • Elem: +2% • Secondary: +2%	Low Income: 4% Maintain a MS Drop Out rate of <1% Increase percentage of students reporting positive school climate factors: • Elem: +3% • Secondary: +3%	

Goal 3: **Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.**	**Goal 3:** **Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.**	All students; Low Income, English Learner students and Foster Youth	LEA-wide					Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards
Parent Resource Centers or Information Areas at 47 sites	To ensure that all of our schools are open and welcoming to families and to community partners, SCUSD develops meaningful opportunities that empower families to participate in their children's education. Our School, Family, and Community Partnerships Department offers classes, courses and workshops that enable families to help their children succeed in school. At the school site level, Youth and Family Resource Centers create welcoming school environments that encourage student, family, parent				Parent Resource Centers or Information Areas will increase to 56 schools.	Parent Resource Centers or Information Areas will increase to 62 schools.	Parent Resource Centers or Information Areas will increase to 71 schools.	
Parent/Teacher Home Visit Participation: 2013-14 - 3,300 visits (Integrated Services					Parent/Teacher Home Visits will increase from 3,300 to 3,500.	Parent/Teacher Home Visits will increase from 3,500 to 3,600.	Parent/Teacher Home Visits will increase from 3,600 to 3,700.	
Academic Parent Teacher Team Participation: 2013-14: 13 school (Integrated Services)					Academic Parent Teacher Team school participation will increase to 15 schools.	Academic Parent Teacher Team school participation will increase to 16 schools.	Academic Parent Teacher Team school participation will increase to 17 schools.	
Active Parent Groups: 2013-14: 75% of schools have active parent groups (PTA/PTOs) (Student & Family Engagement)					Increase percentage of schools with active parent groups to 77%	Increase percentage of schools with active parent groups to 78%	Increase percentage of schools with active parent groups to 79%	
Parents as Partners					Increase school sites and	Increase school sites and	Increase school sites and	

Participants: 2013-14: School Sites: 19 (26%) Total Participants: 290 EL Participants: 205 (Student & Family Engagement) **LCAP Survey Results 2013-14:** Total Responses: 1,291 Low Income: 62% English Learner: 46% Parent/Family: 45% Students: 28% Staff: 20% Community Members: 6% Community Partners: 1%	organization and community engagement. School based LCFF funding augments grant funding to support programs that promote partnerships between teachers and parents and supports parents as active and knowledgeable decision makers in their children's education.	parent participation in Parents as Partners to: School Site Participation: 22 Total Participants: 300 EL Participants: 215 LCAP Survey Results Increases: Total Responses: 1,500 Low Income: 64% English Learner: 47% Maintain: Parent/Family: 45% Students: 28% Staff: 20% Community Members: 6% Community Partners: 1%	parent participation in Parents as Partners to: School Site Participation: 25 Total Participants: 310 EL Participants: 225 LCAP Survey Results Increases: Total Responses: 1,750 Low Income: 66% English Learner: 48% Maintain: Parent/Family: 45% Students: 28% Staff: 20% Community Members: 6% Community Partners: 1%	parent participation in Parents as Partners to: School Site Participation: 28 Total Participants: 320 EL Participants: 235 LCAP Survey Results Increases: Total Responses: 2,000 Low Income: 68% English Learner: 49% Maintain: Parent/Family: 45% Students: 28% Staff: 20% Community Members: 6% Community Partners: 1%

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all

fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP Year Year 1: 2014-2015	**Year 2: 2015-16**	**Year 3: 2016-17**

Goal 1: Increase the percent of students who are on-track to graduate college and career ready	*Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success*	**Goal 1: Increase the percent of students who are on-track to graduate college and career ready** **Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready** **<u>Services:</u>** 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.	LEA-wide		**Classroom teachers; classified staff; basic facilities costs; instructional supplies** $216,000,000 (LCFF Base – OC 1000 - 4000)	**Classroom teachers; classified staff; basic facilities costs; instructional supplies** $220,000,000 (LCFF Base – OC 1000 - 4000)	**Classroom teachers; classified staff; basic facilities costs; instructional supplies** $220,000,000 (LCFF Base – OC 1000 - 4000)
		Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)	LEA-wide		**End of Furlough Days** $1,598,407 (LCFF Supp/Con OC 1000 - 3000)	**End of Furlough Days** $1,598,407 (LCFF Supp/Con OC 1000 - 3000)	**End of Furlough Days** $1,598,407 (LCFF Supp/Con OC 1000 - 3000)
		Offer on-going professional learning including, on-site collaboration, and job-embedded	LEA-wide		**Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides**	**Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides**	**Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides**

		instructional coaching as a means to support the implementation of the CCSS.			$3,000,000 (State CCSS funding, Title I; Title II; grant funds OC 1000 - 5000).	(To be determined)	(To be determined)
			LEA-wide		**Training Specialists** $2,000,000 (Title I; Title III grant funds OC 1000, 3000)	**Maintain Training Specialists** $2,000,000 (Title I; Title III; grant funds OC 1000, 3000)	**Maintain Training Specialists** $2,000,000 (Title I; Title III; grant funds OC 1000, 3000)
		Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.	LEA-wide		**CCSS instructional materials are provided to students district-wide** $1,500,000 (State CCSS funding OC 4000).	**CCSS instructional materials are provided to students district-wide.** $1,500,000 (To be determined)	**CCSS instructional materials are provided to students district-wide.** $1,500,000 (To be determined)
		Develop and 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.	LEA-wide		**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.** $10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)	**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.** $10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)	**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.** $10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)
		Provide Early Kindergarten experiences to enhance school readiness and academic achievement over	LEA-wide		**Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the**	**Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the**	**Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the**

		time.			**Early Kinder Program located at seven regional district school sites.** $700,000 (LCFF Base OC 1000 - 4000)	**Early Kinder Program located at seven regional district school sites.** $700,000 (LCFF Base OC 1000 - 4000)	**Early Kinder Program located at seven regional district school sites.** $700,000 (LCFF Base OC 1000 - 4000)
		Provide professional learning development 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	LEA-wide		**Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials** $6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)	**Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials** $6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)	**Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials** $6,300,000 (Perkins Grant, LCFF base OC 1000,3000)
		Provide academic and career counseling to support students	LEA-wide High Schools		**Counselors** $3,000,000 (LCFF Supp/Con OC 1000, 3000)	**Maintain Counselors** $3,000,000 (LCFF Supp/Con OC 1000, 3000**)**	**Maintain Counselors** $3,000,000 (LCFF Supp/Con OC 1000, 3000)
		For Students with Disabilities: 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	LEA-wide LEA-wide		F**or Students with disabilities**: **Professional Development** $100,000 (LCFF Base; IDEA OC 1000, 3000, 5000) **Special Education program: Transfer from LCFF base to Special Education** $42,500,000 (LCFF base OC 1000 - 5000	**For Students with disabilities**: **Professional Development funds** $100,000 (LCFF Base; IDEA OC 1000, 3000, 5000) **Special Education program: Transfer from LCFF base to Special Education** $42,500,000 (LCFF base OC 1000 - 5000	**For Students with disabilities**: **Professional Development funds** $100,000 (LCFF Base; IDEA OC 1000, 3000, 5000) **Special Education program: Transfer from LCFF base to Special Education** $42,500,000 (LCFF base OC 1000 - 5000

		Core instruction (i.e. Universal Design for Learning). Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction. **Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed** **Services:** Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs. Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction.	LEA-wide LEA-wide		**After School programs are available at 61 sites, Before School programs at 11 sites** $ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000**)** **Instructional aides for special education classes are employed throughout the district to serve students with disabilities** Special Education: $6,000,000 (LCFF base OC	**After School programs are available at 61 sites, Before School programs at 11 sites** $ 7,000,000 **(**After School Education & Safety (ASES) and 21st Century grants OC 5000) **Maintain Instructional aides for special education classes are employed throughout the district to serve students with disabilities** Special Education:	**After School programs are available at 61 sites, Before School programs at 11 sites** $ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000) **Maintain Instructional aides for special education classes are employed throughout the district to serve students with disabilities** Special Education:

					2000, 3000)	$6,000,000 (LCFF base OC 2000, 3000)	$6,000,000 (LCFF base OC 2000, 3000)
		Expand access to specialized programs such as GATE, AP and IB, by providing curricular resources and on-going professional learning. School sites will monitor student progress and identify students who are in need of additional supports. **Action1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.** **<u>Services:</u>** Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools	LEA-wide LEA-wide LEA-wide		**GATE Resource Teacher** $94,000 (LCFF base OC 1000, 3000) **IB Site Instructional Coordinator, Resource Teachers** $250,000 (LCFF base OC 1000, 3000 **Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract** $120,000 (LCFF base OC 5000)	**Maintain GATE Resource Teacher** $94,000 (LCFF base OC 1000, 3000) **Maintain IB Site Instructional Coordinator, Resource Teachers** $250,000 (LCFF base OC 1000, 3000 **Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract** $120,000 (LCFF base OC 5000)	**Maintain GATE Resource Teacher** $94,000 (LCFF base OC 1000, 3000) **Maintain IB Site Instructional Coordinator, Resource Teachers** $250,000 (LCFF base OC 1000, 3000 **Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract** $120,000 (LCFF base OC 5000)

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.	Student Engagement; School Climate; Basic Services	**Goal 2:** **Action 2.1: Students will be provided cleaner, better maintained learning environments**. **Services:** Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school. **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.** **Services:** Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.	LEA-wide LEA-wide LEA-wde		**Restore custodians/ plant managers** $2,000,000 (LCFF Supp/Con OC 2000, 3000) **Additional custodial operational supplies** $650,000 (LCFF Supp/Con OC 4000) **Restorative Justice Programs:** $200,000 (LCFF Supp/Con OC 1000-5000) **Safe Schools Manager** $100,000 (LCFF base OC 2000, 3000)	**Maintain custodians/ plant managers** $2,000,000 (LCFF Supp/Con OC 2000, 3000) **Maintain custodial operational supplies** $650,000 (LCFF Supp/Con OC 4000) **Maintain Restorative Justice Programs:** $200,000 (LCFF Supp/Con OC 1000-5000 **Maintain Safe Schools Manager** $100,000 (LCFF base OC 2000, 3000)	**Maintain custodians/ plant managers** $2,000,000 (LCFF Supp/Con OC 2000, 3000) **Maintain custodial operational supplies** $650,000 (LCFF Supp/Con OC 4000) **Maintain Restorative Justice Programs:** $200,000 (LCFF Supp/Con OC 1000-5000 **Maintain Safe Schools Manager** $100,000 (LCFF base OC 2000, 3000)

		Community based positive programs support families and schools to prevent attendance problems	LEA-wide		**School Resource Officers** $300,000 (LCFF Supp/Con OC 5000)	**Maintain School Resource Officers** $300,000 (LCFF Supp/Con OC 5000)	**Maintain School Resource Officers** $300,000 (LCFF Supp/Con OC 5000)
			LEA-wide		**Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives** $75,000 (LCFF base OC 1000-4000)	**Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives** $75,000 (LCFF base OC 1000-4000)	**Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives** $75,000 (LCFF base OC 1000-4000)
		Mental and physical health supports are provided by nurses and social workers.	LEA-wide		**Nurses; Health Aides; Social Workers** $520,000 (LCFF base OC 1000, 2000, 3000)	**Maintain Nurses; Health Aides; Social Workers** $520,000 (LCFF base OC 1000, 2000, 3000)	**Maintain Nurses; Health Aides; Social Workers** $520,000 (LCFF base OC 1000, 2000, 3000)
			LEA-wide		**District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.** $200,000 (LCFF Base; Grant funds OC 1000 - 3000)	**Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.** $200,000 (LCFF Base; Grant funds OC 1000 - 3000)	**Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.** $200,000 (LCFF Base; Grant funds OC 1000 - 3000)
		Supports and training for positive school climates, including bullying prevention, Restorative Justice, and Positive Behavior Intervention Support systems.	LEA-wide		**Bullying Prevention Specialist; PBIS Coaching, Data Management** $200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)	**Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management** $200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)	**Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management** $200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)
			LEA-wide		**Social/Emotional Learning – Professional Development, Coordinator**	**Maintain Social/Emotional Learning – Professional Development, Coordinator**	**Maintain Social/Emotional Learning – Professional Development, Coordinator**

		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 **Services:** Librarian/media technicians assist with research and project based learning Computer hardware to enhance instruction and provide career technical and college readiness activities.	 LEA-wide LEA-wide		$163,000 (Grant funds OC 1000 - 3000) **District Librarians** $1,000,000 (LCFF Supp/Con OC 2000, 3000) **Complete Computers, Carts, Internet Upgrade, Network Upgrade** $500,000 (Measure I, Measure Q Bonds OC 4000, 5000**)**	(To be determined.) **Maintain District Librarians** $1,000,000 (LCFF Supp/Con OC 2000, 3000) **Maintain Computers, Carts, Internet Upgrade, Network Upgrade** $500,000 **(**Measure I, Measure Q Bonds OC 4000, 5000)	(To be determined.) **Maintain District Librarians** $1,000,000 (LCFF Supp/Con OC 2000, 3000) **Maintain Computers, Carts, Internet Upgrade. Network Upgrade** $500,000 (Measure I, Measure Q Bonds OC 4000, 5000)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in	Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards	**Goal 3:** **Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in**					

the education of students in SCUSD		**education.** **<u>Service:</u>** District provides parent outreach and education services and the establishment of Site Parent Resource Centers.	LEA-wide		**District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers** $150,000 (LCFF base; Title I 2000, 3000)	**Maintain District Parent Resource Center staff to support parent engagement & establishment of Site Parent Resource Centers** $150,000 (LCFF base; Title I 2000, 3000**)**	**Maintain District Parent Resource Center staff to support parent engagement & establishment of Site Parent Resource Centers** $150,000 (LCFF base; Title I 2000, 3000)
			LEA-wide		**Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school.** $235,000 (Title I OC 1000, 3000)	**Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school.** $235,000 (Title I OC 1000, 3000)	**Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school.** $235,000 (Title I OC 1000, 3000)
		Action 3.2 **Stakeholders will receive improved district and site communications, including translation/ Interpretation services.**					
		<u>Services</u> Translation and interpretation services are provided in five languages by bilingual staff at district events and in schools.	LEA-wide		**Matriculation and Orientation (MOC) translators** $678,769 (LCFF Supp/Con OC 2000, 3000)	**Maintain Matriculation and Orientation (MOC) translators** $678,769 (LCFF Supp/Con OC 2000, 3000)	**Maintain Matriculation and Orientation (MOC) translators** $678,769 (LCFF Supp/Con OC 2000, 3000)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP Year Year 1: 2014-2015	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: Increase the percent of students who are on-track to graduate college and career ready	*Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success*	***Schools were allocated funds based on the number of Free/Reduced students (Low Income) and English Learners (EL) Section 3B indicates the expenditures that school sites will make to fulfill the LCAP goals and subgoals*** **Action 1.1: Provide standards-aligned curriculum, assessments and high**					

		quality instruction to prepare students to graduate college and career ready **Services:**					
		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 and student with special needs.	School-wide		**Professional Development (per diem) Extra Duty for teachers -** $113,784 (LCFF Low Income OC 1000, 3000) $11,000 (LCFF EL OC 1000, 3000) **Contracts** $70,632 (LCFF Low Income OC 5000)	**Professional Development (per diem) Extra Duty for teachers - -** $113,784 LCFF Low Income OC 1000, 3000) $11,000 (LCFF EL OC 1000, 3000) **Contracts** $70,632 (LCFF Low Income OC 5000)	**Professional Development (per diem) Extra Duty for teachers -** $113,784 (LCFF Low Income OC 1000, 3000) $11,000 (LCFF EL OC 1000, 3000) **Contracts** $70,632 (LCFF Low Income OC 5000)
			School-wide		**Teacher Subs for Professional Development** $76,300 (LCFF Low Income OC 1000, 3000) $6,567 (LCFF EL OC 1000, 3000)	**Teacher Subs for Professional Development** $76,300 (LCFF Low Income OC 1000, 3000) $6,567 (LCFF EL OC 1000, 3000)	**Teacher Subs for Professional Development** $76,300 (LCFF Low Income OC 1000, 3000) $6,567 (LCFF EL OC 1000, 3000
			School-wide		**Conferences –** $9,500 (LCFF Low Income OC 5000) $2,000 (LCFF EL OC 5000)	**Conferences –** $9,500 (LCFF Low Income OC 5000) $2,000 (LCFF EL OC 5000)	**Conferences –** $9,500 (LCFF Low Income OC 5000) $2,000 (LCFF EL OC 5000)
			School-wide		**Training Specialists –** $275,433 (LCFF Low Income OC 1000, 3000) $78,798 (LCFF EL OC 1000, 3000)	**Training Specialists –** $275,433 (LCFF Low Income OC 1000, 3000) $78,798 (LCFF EL OC 1000, 3000)	**Training Specialists –** $275,433 (LCFF Low Income OC 1000, 3000) $78,798 (LCFF EL OC 1000, 3000)
			LEA-wide		**Training Specialists** (Title III OC 1000)	**Training Specialists** (Title III OC 1000)	**Training Specialists** (Title III OC 1000)
		Provide CCSS-aligned instructional materials with embedded	School-wide		**Supplemental Instructional Materials, Textbooks, Books, Production Services**-	**Supplemental Instructional Materials, Textbooks, Books, Production Services**-	**Supplemental Instructional Materials, Textbooks, Books, Production Services**-

		assessments to ensure a quality CCSS implementation.			$829,010 (LCFF Low Income OC 4000, 5000) $169,813 (LCFF EL OC 4000, 5000)	$829,010 (LCFF Low Income OC 4000, 5000) $169,813 (LCFF EL OC 4000, 5000)	$829,010 (LCFF Low Income OC 4000, 5000) $169,813 (LCFF EL OC 4000, 5000)
			School-wide		**Contracts for Services: Reading Partners (2 schools)**- $24,000 (LCFF Low Income OC 5000)	**Contracts for Services: Reading Partners (2 schools)**- $24,000 (LCFF Low Income OC 5000)	**Contracts for Services: Reading Partners (2 schools)-** $24,000 (LCFF Low Income OC 5000)
		Develop and 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.	School-wide		**Supplemental Materials for Early Literacy, Production Services** $42,100 (LCFF Low Income OC 5000) $14,800 (LCFF EL OC 5000)	**Supplemental Materials for Early Literacy, Production Services** $42,100 (LCFF Low Income OC 5000) $14,800 (LCFF EL OC 5000	**Supplemental Materials for Early Literacy, Production Services** $42,100 (LCFF Low Income OC 5000) $14,800 (LCFF EL OC 5000
			School-wide		**Teacher Subs for Professional Development A-G** $40,000 (LCFF Low Income OC 1000, 3000)	**Teacher Subs for Professional Development A-G** $40,000 (LCFF Low Income OC 1000, 3000)	**Teacher Subs for Professional Development A-G** $40,000 (LCFF Low Income OC 1000, 3000)
			School-wide		**Site Instructional Coordinators –** $1,112,552 (LCFF Low Income OC 1000, 3000) $158,196 (LCFF EL OC 1000, 3000)	**Site Instructional Coordinators –** $1,112,552 (LCFF Low Income OC 1000, 3000) $158,196 (LCFF EL OC 1000, 3000)	**Site Instructional Coordinators –** $1,112,552 (LCFF Low Income OC 1000, 3000) $158,196 (LCFF EL OC 1000, 3000)
		Provide professional learning development of communities of practice, and job-embedded coaching to Increase access to A-G courses, career technical education courses, and work-based learning	School-wide)		**Intern Specialists –** $27,953 (LCFF Low Income OC 1000, 3000) $15,750 (LCFF EL OC 1000, 3000)	**Intern Specialists –** $27,953 (LCFF Low Income OC 1000, 3000) $15,750 (LCFF EL OC 1000, 3000)	**Intern Specialists –** $27,953 (LCFF Low Income OC 1000, 3000) $15,750 (LCFF EL OC 1000, 3000)

		experiences in order to expand the Linked Learning initiative					
		Provide targeted assistance to low income. EL, foster students and students with disabilities in career/college readiness activities and guidance	School-wide (high schools)		**Additional site counselors** $240,716 (LCFF Low Income OC 1000, 3000) $74,065 (LCFF EL OC 1000, 3000)	**Additional site counselors** $240,716 (LCFF Low Income OC 1000, 3000) $74,065 (LCFF EL OC 1000, 3000)	**Additional site counselors** $240,716 (LCFF Low Income OC 1000, 3000) $74,065 (LCFF EL OC 1000, 3000)
		Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department	LEA-wide		**Youth Services Program Associate** $59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff $29,000 (Title I Part D OC 1000, 3000)	**Maintain Youth Services Program Associate** $59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff $29,000 (Title I Part D OC 1000, 3000)	**Maintain Youth Services Program Associate $59,000** (LCFF base OC 1000, 3000) Foster Youth Services staff $29,000 (Title I Part D OC 1000, 3000)
		Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed **<u>Services:</u>** Increase expanded learning opportunities	School-wide School-wide		**Resource Teachers** $1,827,076 (LCFF Low Income OC 1000, 3000) $416,529 (LCFF EL OC 1000, 3000) **School Psychologists** -$21,535 (LCFF Low Income OC 1000, 3000)	**Maintain Resource Teachers** $1,827,076 (LCFF Low Income OC 1000, 3000) $416,529 (LCFF EL OC 1000, 3000) **Maintain School Psychologists** -$21,535 (LCFF Low Income OC 1000, 3000)	**Maintain Resource Teachers** $1,827,076 (LCFF Low Income OC 1000, 3000) $416,529 (LCFF EL OC 1000, 3000) **Maintain School Psychologists** $21,535 (LCFF Low Income OC 1000, 3000)

		such as before, during, and after school interventions, enrichment programs and summer programs					
		Expand summer learning programs to prevent summer learning loss for low income, EL and student with special needs.	School-wide		**Expanded Learning Service Providers Contracts** - $39,900 (LCFF Low Income OC 5000)	**Expanded Learning Service Providers** Contracts - $39,900 (LCFF Low Income OC 5000)	**Expanded Learning Service Providers** Contracts - $39,900 (LCFF Low Income OC 5000)
		Offer a multi-tiered system of supports (academic & behavioral) to address the academic needs of low income, EL, foster, and students with disabilities	School-wide		**Teacher Extra Pay (Per Diem)** for **Intervention** $407,037 (LCFF Low Income OC 1000, 3000) $101,040 (LCFF EL OC 1000, 3000)	**Teacher Extra Pay (Per Diem)** for **Intervention** $407,037 (LCFF Low Income OC 1000, 3000) $101,040 (LCFF EL OC 1000, 3000)	**Teacher Extra Pay (Per Diem)** for **Intervention** $407,037 (LCFF Low Income OC 1000, 3000) $101,040 (LCFF EL OC 1000, 3000)
			School-wide		**Expanded Learning Supplemental Textbooks, Books, Materials, Production Services** $404,617 (LCFF Low Income OC 4000, 5000) $82,994 (LCFF EL OC 4000, 5000)	**Expanded Learning Supplemental Textbooks, Books, Materials, Production Services** $404,617 (LCFF Low Income OC 4000, 5000) $82,994 (LCFF EL OC 4000, 5000)	**Expanded Learning Supplemental Textbooks, Books, Materials, Production Services** $404,617 (LCFF Low Income OC 4000, 5000) $82,994 (LCFF EL OC 4000, 5000)
		Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on **foster youth**	LEA-wide		**Foster Youth Services staff**- see page 29 (Title I Part D OC 1000 - 4000) **Additional FYS Associate**- $65,000 (LCFF base OC 1000, 3000)	**Maintain Foster Youth Services staff -** see page 29 (Title I Part D OC 1000 - 4000) **Additional FYS Associate**- $65,000 (LCFF base OC 1000, 3000)	**Maintain Foster Youth Services staff** - see page 29 (Title I Part D OC 1000 - 4000) **Additional FYS Associate**- $65,000 (LCFF base OC 1000, 3000)
		Provide instructional assistants to help	School-wide		**Instructional Assistants –** $715,839 (LCFF Low Income	**Instructional Assistants** - $715,839 (LCFF Low Income	**Instructional Assistants -** $715,839 (LCFF Low Income

		engage and support students while teachers facilitate small-group instruction	LEA-wide		OC 2000, 3000) **Bilingual Instructional Assistants** $636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)	OC 2000, 3000) **Maintain Bilingual Instructional Assistants** $636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)	OC 2000, 3000) **Maintain Bilingual Instructional Assistants** $636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)
		Expand access to specialized programs such as GATE, AP, and IB programs by providing curricular resources and on-going professional learning	School-wide		**Specialized Program Professional Development** $14,000 (LCFF Low Income OC 1000, 3000) **Conferences** $3,500 (LCFF Low Income OC 5000) **Instructional Materials for Specialized Programs** $7,000 (LCFF Low Income OC 4000)	**Specialized Program Professional Development** $14,000 (LCFF Low Income OC 1000, 3000) **Conferences** $3,500 (LCFF Low Income OC 5000) **Instructional Materials for Specialized Programs** $7,000 (LCFF Low Income OC 4000)	**Specialized Program Professional Development** $14,000 (LCFF Low Income OC 1000, 3000) **Conferences** $3,500 (LCFF Low Income OC 5000) **Instructional Materials for Specialized Programs** $7,000 (LCFF Low Income OC 4000)
		Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time **<u>Services</u>** Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools	School-wide School-wide		**Teacher Subs for Academic Conferences** $13,328 (LCFF EL OC 1000, 3000) **Contracts for Diagnostic/Intervention Programs-** $14,999 (LCFF Low Income OC 5000) $10,000 (LCF EL OC 5000)	**Teacher Subs for Academic Conferences** $13,328 (LCFF EL OC 1000, 3000) **Contracts for Diagnostic/Intervention Programs-** $14,999 (LCFF Low Income OC 5000) $10,000 (LCF EL OC 5000)	**Teacher Subs for Academic Conferences** $13,328 (LCFF EL OC 1000, 3000) **Contracts for Diagnostic/Intervention Programs-** $14,999 (LCFF Low Income OC 5000) $10,000 (LCF EL OC 5000)

			School-wide		**Materials for Assessment/Data Analysis** $2,794 (LCFF Low Income OC 4000) $64,676 (LCFF EL OC 4000)	**Materials for Assessment/Data Analysis** $2,794 (LCFF Low Income OC 4000) $64,676 (LCFF EL OC 4000)	**Materials for Assessment/Data Analysis** $2,794 (LCFF Low Income OC 4000) $64,676 (LCFF EL OC 4000)
		Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress	LEA-wide		**Management Information Technician** $90,000 (Title III OC 2000, 3000)	**Maintain Management Information Technician** $90,000 (Title III OC 2000, 3000)	**Maintain Management Information Technician** $90,000 (Title III OC 2000, 3000)
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.	Student Engagement; School Climate; Basic Services	**Goal 2:** **Action 2.1: Students will be provided cleaner, better maintained learning environments**. **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.** **<u>Services:</u>** School staff will receive training in culturally competent classrooms.	School-wide		**Books, Instructional Materials** $6,300 (LCFF Low Income OC 4000) $11,201 (LCFF EL OC 4000)	**Books, Instructional Materials** $3,200 (LCFF Low Income OC 4000) $11,201 (LCFF EL OC 4000)	**Books, Instructional Materials** $3,200 (LCFF Low Income OC 4000) $11,201 (LCFF EL OC 4000)
		Mental and physical health supports are	School-wide		**Social Workers** - $115,151 (LCFF Low Income OC 1000,	**Social Workers** - $115,151 (LCFF Low Income OC 1000,	**Social Workers** - $115,151 (LCFF Low Income OC 1000,

		provided by nurses and social workers. Learning Support Specialists 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. Ensure LEA 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. **Action 2.3: Schools will provide more varied opportunities for students to**	School-wide School-wide School-wide School-wide LEA-wide		3000) **Nurses** - $79,960 (LCFF Low Income OC 1000, 3000) **Learning Support Specialists-** $224,354 (LCFF Low Income OC 2000, 3000) **Case Managers** **$**67,867 (LCFF Low Income OC 2000, 3000) **Student Outreach Worker** $14,841 (LCFF Low Income OC 2000, 3000) **Foster Youth Services staff** – See page 29 (Title I Part D OC 1000 - 4000)	3000) **Nurses** - $79,960 (LCFF Low Income OC 1000, 3000) **Learning Support Specialists-** **$**224,354 (LCFF Low Income OC 2000,3000**)** **Case Managers** **$**67,867 (LCFF Low Income OC 2000, 3000) **Student Outreach Worker** $14,841 (LCFF Low Income OC 2000, 3000) **Foster Youth Services staff** – See page 29 (Title I Part D OC 1000 - 4000)	3000) Nurses - $79,960 (LCFF Low Income OC 1000, 3000) **Learning Support Specialists-** $224,354 (LCFF Low Income OC 2000,3000) **Case Managers** **$**67,867 (LCFF Low Income OC 2000, 3000) **Student Outreach Worker** $14,841 (LCFF Low Income OC 2000, 3000) **Foster Youth Services staff** – See page 29 (Title I Part D OC 1000 - 4000)

		become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement **<u>Services:</u>** Librarian/media technicians assist low income, EL, and foster students with research and project based learning Resources to maintain libraries and media centers. Low Income, EL, and Foster Youth have access to computer hardware and software to enhance instruction and provide career technical and college readiness activities. Foster Youth student engagement activities including fees for extracurricular	School-wide School-wide School-wide School-wide LEA-wide		**Librarians, Library Media Technicians. Library Clerks** $114,771 (LCFF Low Income OC 2000, 3000) $15,273 (LCFF EL OC 2000, 3000) **Supplemental Materials, Library Books; Production Services** $88,221 (LCFF Low Income OC 4000) $34,645 (LCFF EL OC 4000) **Computer hardware** $217,772 (LCFF Low Income OC 4000) $44,348 (LCFF EL OC 4000) **Professional Development on Computer Instruction** $118,000 (LCFF Low Income OC 5000) **Foster Youth Services staff** – See page 29 (Title I Part D OC 1000 - 5000)	**Maintain Librarians, Library Media Technicians. Library Clerks** $114,771 (LCFF Low Income OC 2000, 3000) $15,273 (LCFF EL OC 2000, 3000) **Supplemental Materials, Library Books; Production Services** $88,221 (LCFF Low Income OC 4000) $34,645 (LCFF EL OC 4000 **Computer hardware** $217,772 (LCFF Low Income OC 4000) $44,348 (LCFF EL OC 4000) **Professional Development on Computer Instruction** $118,000 (LCFF Low Income OC 5000) **Foster Youth Services staff** – See page 29 (Title I Part D OC 1000 - 5000)	**Maintain Librarians, Library Media Technicians. Library Clerks** $114,771 (LCFF Low Income OC 2000, 3000) $15,273 (LCFF EL OC 2000, 3000) **Supplemental Materials, Library Books; Production Services** $88,221 (LCFF Low Income OC 4000) $34,645 (LCFF EL OC 4000) **Computer hardware** $217,772 (LCFF Low Income OC 4000) $44,348 (LCFF EL OC 4000) **Professional Development on Computer Instruction** $118,000 (LCFF Low Income OC 5000) **Foster Youth Services staff** – See page 29 (Title I Part D OC 1000 - 5000)

		activities in order to decrease adverse affects of school mobility on foster youth.					
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	**Goal 3:** **Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.** **<u>Services:</u>** Services to support parents in attending parent education, informational meetings, and school events and in volunteering at the school. **Action 3.2: Stakeholders will receive improved district and site**	School-wide School-Wide School-wide		**Parent Advisors** $106,290 (LCFF Low Income OC 2000, 3000) $27,119 (LCFF EL OC 2000, 3000) **Child Care** $3,400 (LCFF Low Income OC 2000, 3000) $1,957 (LCFF EL OC 2000, 3000) **Parent Training** $12,736 (LCFF Low Income OC 5000) $11,745 (LCFF EL OC 5000)	**Parent Advisors** $106,290 (LCFF Low Income OC 2000, 3000) $27,119 (LCFF EL OC 2000, 3000) **Child Care** $3,400 (LCFF Low Income OC 2000, 3000) $1,957 (LCFF EL OC 2000, 3000) **Parent Training** $12,736 (LCFF Low Income OC 5000) $11,745 (LCFF EL OC 5000	**Parent Advisors** $106,290 (LCFF Low Income OC 2000, 3000) $27,119 (LCFF EL OC 2000, 3000) **Child Care** $3,400 (LCFF Low Income OC 2000, 3000) $1,957 (LCFF EL OC 2000, 3000) **Parent Training** $12,736 (LCFF Low Income OC 5000) $11,745 (LCFF EL 5 OC 000

		communications, including translation/ Interpretation services.					
		Services: School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities	School-wide		**School Community Liaisons** $191,238 (LCFF Low Income OC 2000, 3000) $41,756 (LCFF EL OC 2000, 3000)	**School Community Liaisons** $191,238 (LCFF Low Income OC 2000, 3000) $41,756 (LCFF EL OC 2000, 3000)	**School Community Liaisons** $191,238 (LCFF Low Income OC 2000, 3000) $41,756 (LCFF EL OC 2000, 3000)
			School-wide		**Parent Meeting supplies** $10,133 (LCFF Low Income OC 4000) $6,159 (LCFF EL OC 4000)	**Parent Meeting supplies** $10,133 (LCFF Low Income OC 4000) $6,159 (LCFF EL OC 4000)	**Parent Meeting supplies** $10,133 (LCFF Low Income OC 4000) $6,159 (LCFF EL OC 4000)
			School-wide		**Site communications expenses** $7,752 (LCFF Low Income OC 4000) $4,238 (LCFF EL OC 4000)	**Site communications expenses** $7,752 (LCFF Low Income OC 4000) $4,238 (LCFF EL OC 4000)	**Site communications expenses** $7,752 (LCFF Low Income OC 4000) $4,238 (LCFF EL OC 4000)
		Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff at district events and in schools	School-wide		**Translation services** $23,687 (LCFF Low Income OC 2000, 3000) $23,091 (LCFF EL OC 2000, 3000)	**Translation services** $23,687 (LCFF Low Income OC 2000, 3000) $23,091 (LCFF EL OC 2000, 3000)	**Translation services** $23,687 (LCFF Low Income OC 2000, 3000) $23,091 (LCFF EL OC 2000, 3000)
		Parent notifications about EL achievement is provided.	LEA-wide		**Management Information Technician** – see page 31 (Title III OC 2000, 3000)	**Maintain Management Information Technician -** see page 31 (Title III OC 2000, 3000)	**Maintain Management Information Technician** – see page 31 (Title III OC 2000, 3000)
		Provide prompt communication to foster guardians.	LEA-wide		**Foster Youth Services staff** – see page 29 (Title I Part D OC 1000 - 4000)	**Foster Youth Services staff** – see page 29 (Title I Part D OC 1000 - 4000)	**Foster Youth Services staff** – see page 29 (Title I Part D OC 1000 - 4000)

C. Describe the LEA's increase in 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 charter wide 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Sacramento City Unified School District (SCUSD) serves over 43,859 students (2013 CBEDS) on 72 campuses. The student population reflects significant diversity: 37.1% Hispanic or Latino; 17.4% Asian; 1.7% Pacific Islander; 1.1% Filipino; 17.7% African American; 18.8% white, and .8% American Indian. About 6% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 38% of students do not speak English at home and 22.7% of students are designated as English Language Learners. Approximately 74.6% of students are designated as low income, and 1% or 576 students are Foster Youth. In SCUSD, the percentage of total students within the target subgroups is approximately 75% of the overall student population or 3 out of 4 students meet the definition of unduplicated students. The estimated supplemental and concentration grant funding is $30,614,870. Out of this amount, approximately $9,227,176 of LCFF supplemental and concentration grant funds was budgeted district-wide for expenditures to meet the needs of all students. Through an examination of student data and feedback from our parent advisory and stakeholder groups, the following expenditures were identified as best practices for serving our target subgroup students on a district wide basis:

Increased staff time for professional development and professional learning communities in order to increase the effectiveness of staff, examine students data and plan instruction for students based on data: End of furlough days - $1,598,407

Counselors – additional needed to work with target subgroup students and their families to assist with educational planning and success: $3,000,000

Restoration of custodians and plant managers to maintain clean and healthy learning environments: $2,650,000

Restorative Justice Programs - $200,000

School Resource Officers – to augment and support safe schools/anti-bullying programs: $300,000

District librarians – to provide supplemental literacy support to target subgroup students through increase hours and assistance and with maintenance of school libraries and media centers: $1,000,000

District wide translation services for students and families: $678,769

D. 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). 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). 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.

The calculated percentage by which services must be increased for the unduplicated students is 10.95%. As mentioned above in Section 3C, these funds were allocated to all schools that have low income and English Learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages, are now getting a portion of LCFF supplemental funds. These school sites will now be able to provide increased services to these students. Proportionally, schools with higher concentrations of low income, ELs, and Foster Youth and students with disabilities are getting higher LCFF funding. We must increase our spending for low income students, Foster Youth, and English Learners as follows: 2014-15: $3,353,299; 2015-16: $2,324,809; 2016-17: $1,703,638. Each SCUSD school has a diverse students population with varying and differing needs. School sites employ staff working in supplemental positions and implemented specific support programs based on their student needs. SCUSD allocated $9,800,000 to 61 school sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to best meet the needs of the targeted subgroups at their sites, based on stakeholder feedback. Examples of school site expenditures to support their target subgroup students include:

Site instruction coordinators to guide, support and ensure effective Common Core instruction and supplemental support - $1,128,371

Teacher Extra Duty Pay for teacher professional development and to provide instruction during extended learning time for students - $632,861

Training specialists to provide additional professional development to teachers in order to meet the instructional needs of low income, English learners, and foster youth - $354,231

Resource teachers to provide a variety of learning supports including differentiated instruction - $2,243,605

Additional counselors to provide support and guidance specifically, to EL, low income, and foster youth and their families/guardians - $314,781

Instructional Assistants to provide support additional assistance in the classroom in order to allow the teacher small group assistance time - $715,839

Student Outreach Workers , Learning Supprt Specialists, and Social Workers to provide support to low income students, ELs, and Foster youth and their families with academic and attendance issues - $354,346

Supplemental instructional books and materials – to enhance instruction for EL, low income and foster youth, including primary language materials - $1,683,701

School staff and School Site Councils aligned their Single Plans for Student Achievement (SPSA) to the goals and action in the approved LCAP. School sites will need to reference the LCAP and SPSAs when submitting requisitions to ensure than expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP actions and provide support to target subgroup students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1d

Meeting Date: August 7, 2014

Subject: **Resolution No. 2800 - Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2014 – 2015 and Levying and Apportioning the Special Tax as Provided Therein**

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

Division: Facilities Support Service

Recommendation: Approve Resolution No. 2800 - Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2013 – 2014 and Levying and Apportioning the Special Tax.

Background/Rationale: On January 27, 1992, the Sacramento City Unified School District, Board of Education, adopted Resolution 1588 establishing Sacramento City Unified School District Community Facilities District (CFD) No. 2 for the purpose of providing for the financing of certain facilities in and for CFD No. 2 and providing for the levy of a special tax in and for CFD No. 2.

Pursuant to Section 53340 of the Government Code of the State of California, the special tax is levied at the rates specified in the Tax Report and shall be collected by the Tax Collector of the County of Sacramento in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same procedure, sale, and lien priorities in case of delinquency as is provided for ad valorem taxes, subject to all other conditions set forth in the Ordinance.

Financial Considerations: Additional revenue to the District ($1,372,875.46).

Documents Attached:

- Resolution No. 2800
- CFD No. 2 Special Tax Report

Estimated Time of Presentation: N/A
Submitted by: Cathy Allen, Assistant Superintendent, Facilities Support Services
James C. Dobson, Director, Facilities Management and Operations
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2800

A RESOLUTION APPROVING THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2 TAX REPORT FOR FISCAL YEAR 2014-15 AND LEVYING AND APPORTIONING THE SPECIAL TAX AS PROVIDED THEREIN

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2

WHEREAS, the Governing Board of the Sacramento City Unified School District (the "Board") on January 27, 1992 duly adopted Resolution No. 1588 (the "Resolution") establishing Sacramento City Unified School District Community Facilities District No. 2 (the "Community Facilities District," or "CFD No. 2") for the purpose of providing for the financing of certain facilities in and for CFD No. 2 and providing for the levy of a special tax in and for CFD No. 2.

WHEREAS, the Sacramento City Unified School District Community Facilities District No. 2 Tax Report, Fiscal Year 2014-15 (the "Tax Report") has been submitted to the Board and the Board has determined to approve the Tax Report to levy the special tax at the rates specified in the Tax Report and to apportion them in the manner specified therein.

NOW, THEREFORE, the Board, acting on behalf of CFD No. 2, resolves as follows:

Section 1. The Sacramento City Unified School District CFD No. 2 Tax Report, Fiscal Year 2014-15, in the form submitted to this meeting and on file with the Board is hereby approved and adopted.

Section 2. Pursuant to section 53340 of the Government Code of the State of California, the special tax is hereby levied at the rates specified in the Tax Report and is hereby apportioned in the manner specified in the Resolution (and as more particularly described in the Tax Report).

Section 3. Pursuant to section 53340 of the Government Code of the State of California, the special tax shall be collected by the Tax Collector of the County of Sacramento in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same procedure, sale, and lien priorities in case of delinquency as is provided for ad valorem taxes, subject to all other conditions set forth in the Resolution.

Section 4. In order to have the tax levied hereby collected in the next tax collection period and thus available to finance the facilities approved by the electors of CFD No. 2, the Superintendent shall deliver the Tax Report together with a certified copy of this Resolution to the tax collector of the County of Sacramento no later than August 15, 2014.

Section 5. The Superintendent and his designees are hereby authorized to make changes to the Tax Report in response to appeals from taxpayers or otherwise in order to correct errors that may, from time to time, arise in the application of the special tax to particular parcels. Claims for refund of the tax shall comply with the following and any additional procedures as established by the Board:

(a) All claims shall be filed with the Superintendent of the Sacramento City Unified School District no later than one year after the date the tax was paid. The claimant shall file the claim within this time period and the claim shall be finally acted upon by the Board as a prerequisite to bringing suit thereon.

(b) Pursuant to Government Code section 935(b), the claim shall be subject to the provisions of Government Code sections 945.6 and 946.

(c) The Board shall act on a timely claim within the time period required by Government Code section 912.4.

(d) The procedure described in this Resolution, and any additional procedures established by the Board, shall be the exclusive claims procedure for claimants seeking a refund of the tax. The decision of the Board shall be final.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the Sacramento City Unified School District this 7th day of August 2014, by the following vote, to wit:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
Patrick Kennedy
President of the Board of Education

ATTEST:

_____
José L. Banda
Secretary of the Board of Education

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

COMMUNITY FACILITIES DISTRICT NO. 2

SPECIAL TAX REPORT

FISCAL YEAR 2014-15

JULY 2014

PURSUANT TO THE MELLO-ROOS COMMUNITY FACILITIES ACT OF 1982

ENGINEER OF WORK:
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SUMMARY

The Sacramento City Unified School District formed Sacramento City Unified School District Community Facilities District No. 2 (CFD #2) for the purpose of financing new and improved school facilities for students generated by new development within the District. CFD #2 was formed after receiving over two-thirds support (on an acreage voting basis) from property owners included within the Community Facilities District. The special tax proceeds from this CFD are being used to finance school construction bonds and / or provide public school facilities. This Report summarizes the fiscal year 2014-15 Special Tax, Method of Apportionment, and other related data.

There are currently 1,382 parcels in CFD #2, which includes both subdivided and non-subdivided parcels. As of June 30, 2014 1,320 building permits for new homes within the Community Facility District have been issued, 17 parcels have prepaid their CFD #2 tax obligation in full. The total annual special tax to be collected within CFD #2 for fiscal year 2014-15 is $1,510,651.95. Table 1 summarizes the current and historical Special Tax data by year.

TABLE 1 - SUMMARY OF SPECIAL TAX LEVIES BY YEAR

Fiscal Year	Total Parcels	Total Parcels Taxed	Total Tax[1]
1997-98	409	254	$126,570.65
1998-99	469	393	$196,990.14
1999-00	580	404	$203,171.20
2000-01	579	415	$221,988.44
2001-02	581	474	$280,281.20
2002-03	578	536	$343,608.30
2003-04	671	620	$454,881.34
2004-05	953	861	$753,486.22
2005-06	1202	1091	$970,726.79
2006-07	1202	1150	$1,060,729.52
2007-08	1205	1166	$1,087,599.74
2008-09	1302	1181	$1,156,744.20
2009-10	1299	1186	$1,210,796.34
2010-11[2]	1299	1184	$1,182,605.48
2011-12	1299	1201	$1,230,718.74
2012-13	1298	1224	$1,313,280.10
2013-14	1298	1261	$1,394,193.84
2014-15	1382	1320	$1,510,651.95

[1]The total tax listed are the amounts submitted to the County Auditors (after any revisions for property changes).

[2] An audit of residential square footage resulted in a reduction in residential square footage of 214 parcels. In addition 11 homes prepaid their CFD 2 tax in full during fiscal year 2009-10.

Table 2 summarizes the number of parcels taxed each year, the total tax per year, and the corresponding mitigation rates applied for the year of parcel development.

TABLE 2 - SUMMARY OF SPECIAL TAX LEVIES BY YEAR

Year Built	Mitigation Rate Per New SFR [1]	Mitigation Rate Per New MFR	Parcels Taxed	Total Tax*
1992-93	$4.35	$2.53	29	$17,631.54
1993-94	$4.55	$2.66	3	$3,015.47
1994-95	$4.77	$2.78	42	$38,539.75
1995-96	$5.00	$2.91	1	$1,127.40
1996-97	$5.23	$3.05	174	$155,272.56
1997-98	$5.48	$3.20	141	$116,822.23
1998-99	$5.74	$3.35	9	$9,767.77
1999-00	$6.02	$3.51	12	$14,984.25
2000-01	$6.30	$3.67	59	$62,805.96
2001-02	$6.60	$3.85	65	$76,960.62
2002-03	$6.91	$4.03	81	$124,758.04
2003-04	$7.24	$4.22	261	$331,476.38
2004-05	$7.59	$4.42	211	$274,802.40
2005-06	$7.95	$4.63	60	$89,002.38
2006-07	$8.32	$4.85	19	$16,499.15
2007-08	$8.72	$5.08	2	$3,104.32
2008-09	$9.13	$5.33	5	$5,042.68
2009-10	$9.57	$5.58	11	$10,615.00
2010-11	$10.02	$5.84	15	$17,711.74
2011-12	$10.49	$6.11	23	$23,634.90
2012-13	$10.99	$6.40	38	$42,836.90
2013-14	$11.51	$6.70	59	$74,240.51
Total			1320	$1,510,651.95

NOTES:
[1] The mitigation rate is the rate multiplied by residential square footage for the first fiscal year of new constructed SFR and MFR units.
[2] The multiplier is the rate at which the annual special tax is calculated by applying to the mitigation rates * assessable space minus any prepayments.
* The total tax and number of special tax units listed are the amounts submitted to the County Auditors (after any revisions for property changes).

ADMINISTRATION OF COMMUNITY FACILITIES DISTRICT

GENERAL ADMINISTRATIVE REQUIREMENTS

The Mello-Roos Community Facilities District Act of 1982 (the Act) requires that a Special Tax Report be prepared annually to identify the Special Tax Rate for all parcels to be assessed in the upcoming fiscal year. The levy data must subsequently be filed with the County Auditor before August 15 for inclusion on property tax bills.

After submission of the Special Tax levies, the final levies should be confirmed with the County Auditor prior to the preparation of tax bills, which typically occurs in October. The Special Tax is collected in two equal installments on the tax bills that are due on December 10 and April 10.

DELINQUENCY PROCEDURES

The District participates in the "Teeter Plan" whereby the Counties pay all delinquent special taxes to the District and in return the Counties institute collection proceedings and, when collected, keep all delinquent payments with interest and penalties. This plan allows the District to maintain reliable special tax revenues and reduces the cost of collection.

The District reviews the Tax Collector's public records annually by June 30 to determine the amount of special tax revenues and delinquencies during the fiscal year. If the amount of collections is less than 95% of the amount of special tax levy in such fiscal year, the School District has covenanted with bondholders to institute foreclosure proceedings no later than October 31 to enforce the lien against delinquent installments. The District is also obligated to institute foreclosure proceedings in the case of a single property owner who is delinquent by more than $2,000. No property owner is currently delinquent by such amount and the delinquency rate on the special taxes is below 5%, so there is no requirement to commence foreclosure proceedings at this time.

NOTICES OF SPECIAL TAX LIEN

The Act states "For purposes of enabling sellers of real property subject to the levy of special taxes to satisfy the notice requirements of subdivision (b) of Section 1102.6 of the Civil Code, the designated office, department, or bureau shall furnish a Notice of Special Tax to any individual requesting the notice or any owner of property subject to a special tax levied by the local agency within five working days so receiving a request for such notice. The local agency may charge a reasonable fee for this service not to exceed ten dollars." A copy of this notice is included as Exhibit A.

In addition, any developer, subdivider or his or her agent or representative shall not sell or lease any property subject to the Special Tax until the prospective purchaser or lessee has been furnished with and signed a written notice of Special Tax Lien.

This notice is designed to clearly and accurately provide information about the special tax and the levy for the subject property.

SCI Consulting Group has developed a custom software system that will locate any property in the District and, among other functions, print customized notices of special tax lien. This software is included as a standard component of our administrative services.

REPORTING REQUIREMENTS

PUBLIC INFORMATION

Property owners and other interested persons can obtain information regarding special tax levies and other information by contacting the District or SCI Consulting Group at telephone number (800) 273-5167. The telephone number for SCI Consulting Group is also included with property tax bills.

ASSESSOR AND AUDITOR FILING AND REPORTING

Pursuant to the Act, the Mello-Roos Community Facilities Annual Report along with all special tax levies for the upcoming fiscal year must be filed with the County Auditor by August 15. The report and special tax levies will be submitted and confirmed for the fiscal year 2014-15.

CDIAC REPORTING

Article 53359.5 of the Act stipulates that any bonds sold on or after January 1, 1993 must provide the California Debt and Investment Advisory Commission (CDIAC) with annual reports not later than October 30, including the following information:

1. The principal amount of any bonds outstanding.
2. The balance in the bond reserve fund.
3. The balance in the capitalized interest fund, if any.
4. The number of parcels which are delinquent with respect to their special tax payments, the amount that each parcel is delinquent, the length of time that each has been delinquent, and when foreclosure was commenced for each delinquent parcel.
5. The balance in any construction funds.
6. The assessed value of all parcels subject to the special tax to repay the bonds as shown on the most recent equalized roll.

RATE AND METHOD OF APPORTIONMENT OF SPECIAL TAX

EXHIBIT B - THE SPECIAL TAX FORMULA

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO.2
RATE AND METHOD OF APPORTIONMENT

A Special Tax, determined as described below, shall be levied each Fiscal Year by the Sacramento City Unified School District (the "District") within the boundaries of Community Facilities District No.2 ("CFD No. 2") to pay the Authorized Costs of the CFD No. 2, in accordance with the terms and conditions set forth herein.

1. Definitions. The following definitions shall apply:

A. "Assessable Space" means a quantity equal to the area (expressed in square feet) within the perimeter of a residential structure, not including any carport, walkway, garage, overhang, patio, enclosed patio, detached accessory structure or similar structure. This quantity shall be determined by the Superintendent in accordance with the standard practice used by the building department of the city or county issuing the building permit when calculating structural perimeters.

B. "Assessor's Parcel" ("Parcel") means a parcel of land designated on a map of the Sacramento County Assessor and assigned a discrete identifying number.

C. "Authorized Costs" means all authorized costs and expenses of the CEO set forth by law, and all costs necessary to administer the bonds, collect and administer the special taxes, and administer the CFD, including but not limited to funds to pay current debt service on the bonds, to accumulate funds for future debt service, to pay amounts delinquent on the bonds (or to become delinquent based upon past special tax delinquencies), to replenish the reserve fund to its proper level (or to reimburse payment to be made from the reserve fund based upon past special tax delinquencies), to pay directly for any authorized facilities or to accumulate funds for that purpose.

D. "Board" means the District's and CFD's Governing Board.

E. "CFD" or "CFD No. 2" means the Community Facilities District No. 2 of the Sacramento City Unified School District.

F. "District" means the Sacramento City Unified School District.

G. "Escalation Factor" means a rate of not more than 4.75 % per annum to be annually determined by the Board at the time taxes are levied and to be used to

calculate the Mitigation Rate.

H. "Fiscal Year" means the period starting on July 1 and ending on the following June 30, except that the first Fiscal Year shall commence on the date the Board adopts the Resolution of intention to form CFD No. 2 and shall end on the next succeeding June 30.

I. "Mitigation Rate" means, for calculations of the Special Tax payable in the first Fiscal Year, with respect to Multifamily Residential Property, $2.42 per square foot of Assessable Space and, with respect to Single Family Residential Property, $4.15 per square foot of Assessable Space and, for calculations of the Special Tax payable in each Fiscal Year thereafter, such amounts increased each Fiscal Year by the Escalation Factor and otherwise adjusted as provided in Section (B) hereof.

J. "Multifamily Residential Property" means Residential Property for which a building permit for multifamily dwelling units is expected to be issued.

K. "Residential Property" ("Property") means an Assessor's Parcel within CFD No. 2 that is zoned for residential use.

L. "Single Family Residential Property" means Residential Property for which a building permit for a single family detached dwelling unit is expected to be issued.

M. "Special Tax" means the special tax or special taxes authorized to be levied within CFD No. 2.

N. "Superintendent" means the District Superintendent or the Superintendent's designee.

O. "Tax Collection Schedule" means document to be prepared annually by the Superintendent for use by the Sacramento County Auditor in collecting the annual installments of the Special Tax each Fiscal Year.

P. "Tax-Exempt Property" means any property within CFD No. 2 that in accordance with Section 2 hereof will not be taxed.

Q. "Territory to be Annexed" means any territory that is within District boundaries but not included within the boundaries of CFD No. 2 upon formation.

2. Tax-Exempt Property:

Governmental property owned by the state, federal or other local governments will not be taxed except:

A. If a public agency owning property including property held in trust for any beneficiary, that is exempt from a special tax pursuant to Government Code Section 53340 grants a leasehold after January 1, 1988, or other possessory interest in the property to a nonexempt person or entity, the Special Tax shall, notwithstanding Government Code Section 53340, be levied in the leasehold or possessory interest and shall be payable by the owner of the leasehold or possessory interest.

B. If property not otherwise exempt from a special tax is acquired by a public entity other than the District through a negotiated transaction, or by gift or devise, the Special Tax shall, notwithstanding Government Code Section 53340, continue to be levied on the property acquired and shall be enforceable against the public entity that acquired the property.

C. If property subject to a special tax is acquired by a public entity through eminent domain proceedings, the obligation to pay the Special Tax shall be treated as if it were a special annual assessment. For this purpose, the present value of the obligation to pay the Special Tax to pay the principal and interest on any indebtedness incurred by the CFD prior to the date of apportionment determined pursuant to Section 5082 of the Revenue and Taxation Code shall be treated the same as a fixed lien special assessment.

Parcels that are not Residential Property shall not be taxed

3. Classification of Property. Determination of Tax Rates and Levy of Special Tax.

A. At the beginning of each Fiscal Year, the Superintendent shall classify each Assessor's Parcel in CFD No. 2 as Tax-Exempt Property or as either Multifamily or Single Family Residential Property by reference to the standard practices of the city or county issuing building permits (or similar authorizations) for such Parcel.

B. At the time taxes are levied each Fiscal Year, the Board shall determine the Escalation Factor and calculate the Mitigation Rate applicable for such Fiscal Year.

C. At the beginning of each Fiscal Year, the Board shall levy the Special Tax as follows:

(1) For Tax-Exempt Property, no tax shall be levied.
(2) For each parcel for which a building permit issues during such Fiscal Year, the Board shall levy the Special Tax in an amount equal to the product of the Mitigation Rate and the Assessable Space of such Parcel.

If, after the annual levy and before a building permit is issued, a Parcel ceases to be or becomes Tax-Exempt Property or changes its classification from Single Family Residential Property to Multifamily Residential Property or from Multifamily Residential Property to Single Family Residential Property, then the Board shall revise the Special Tax to be levied against such Parcel.

4. Payment of the Special Tax.

A. The Special Tax is due upon the issuance of a building permit, or similar authorization for mobilehomes, for any Residential Property. Payment shall be made to the Superintendent by cashier's check or certified check payable to the CFD, and the Superintendent shall issue a receipt for payment showing the date and amount. If the Special Tax is not paid in Full, or if the owner elects (in accordance with the requirements of subsection B below) to pay all or part of the amount due in annual installments, the amount of the Special Tax that remains unpaid (the "Carryover Amount") shall be payable in annual installments (with interest) over a thirty-year period, calculated as described in subsection C below.

B. A Parcel owner may elect to pay the Special Tax in annual installments. Such election shall be made at the time a building permit or similar authorization for the Parcel is issued, shall be in writing on a form provided by the Superintendent, and shall be accompanied by payment of any part of the Special Tax that such owner elects to pay immediately.

C. If all or part of the Special Tax will be paid in annual installments, the amount payable in each year after the Special Tax has become due shall be the product of the Carryover Amount and the installment factor listed in the table below for such year:

Year Following Issuance of Building Permit	Installment Factor	Prepayment Factor
1	0.07	1.00
2	0.07	1.02
3	0.07	1.04
4	0.07	1.05
5	0.08	1.07
6	0.08	1.09
7	0.08	1.10
8	0.08	1.11
9	0.09	1.12
10	0.09	1.13
11	0.09	1.14
12	0.10	1.14
13	0.10	1.14
14	0.10	1.14
15	0.11	1.13
16	0.11	1.12
17	0.11	1.11
18	0.12	1.09
19	0.12	1.06
20	0.13	1.03
21	0.13	0.99
22	0.14	0.94
23	0.14	0.89
24	0.15	0.82
25	0.15	0.74
26	0.16	0.66
27	0.16	0.56
28	0.17	0.44
29	0.17	0.31
30	0.18	0.17

D. At the beginning of each Fiscal Year, beginning in 1992-93, the Superintendent shall prepare a Tax Collection Schedule that includes the amount of annual installments of Special Taxes to be collected in such Fiscal Year. The Superintendent shall present the Tax Collection Schedule to the Board for its approval. The Superintendent shall deliver the Tax Collection Schedule, as approved by the Board, to the Sacramento County Auditor and request the Auditor to place the annual installments on the secured property tax rolls for the current Fiscal Year. The Superintendent shall deliver the Tax Collection Schedule to the Auditor not later than the date required by the Auditor for such inclusion.

5. Collection of Installments of the Special Tax

Installments of the Special Tax that are to be collected annually shall be collected upon the applicable Assessor's Parcels in the CFD in the same manner as ordinary ad valorem property taxes are collected and in accordance herewith; provided, however, that the CFD may collect installments at a different time or in a different manner if necessary to meet its financial obligations. All annual installments of Special Taxes shall be subject to the same penalties and lien priorities in the case of delinquency as is provided for ad valorem taxes. The Board shall cause the actions required above to be done for each Fiscal Year in a timely manner to assure that the Tax Collection Schedule is received by the Auditor of the County of Sacramento for inclusion with billings for ad valorem taxes for the applicable Fiscal Year.

6. Termination of the Special Tax.

The owner of a Parcel for which the Special Tax was not paid in full when due may, at any time thereafter, pay and permanently satisfy the Special Tax levied against such Parcel by paying to the Superintendent, by cashier's check or certified check payable to the CFD, an amount equal to the product of the Carryover Amount and the prepayment factor for the Fiscal Year in which such payment is made as shown in the table under paragraph 4(C) above.

In the event the Special Tax has been paid and permanently satisfied with respect to a Parcel, the Board shall record a Notice of Cancellation of Special Tax Lien as to that Parcel pursuant to Section 53344 of the Government Code. The Notice of Cancellation of Special Tax Lien shall identify with particularity the Special Tax that has been paid and permanently satisfied, shall contain the book and page number in the records of the county recorder where the Notice of Special Tax Lien being canceled is recorded, shall contain the legal description and assessor's parcel number of the particular Parcel of land subject to the lien, and shall contain the name of the owner of record of the Parcel. The Board may specify a charge payable by the owner of record for the preparation and recordation of this notice.

7. Appeals and Interpretation Procedure.

Any taxpayer subject to the Special Tax claiming that the amount or application of the Special Tax or an annual installment thereof has not been properly computed may file a notice with the Superintendent appealing the levy or collection of the Special Tax or annual installment. The Superintendent will promptly review the appeal and, if necessary, meet with the applicant and decide the appeal. If the findings of the Superintendent verify that the tax should be modified or changed, the Tax Collection Schedule shall be corrected if necessary and, if applicable, a refund shall be granted in accordance with Section 8 hereof. Any dispute over the decision of the Superintendent shall be referred to the Board, and the decision of the Board with respect to the Special Tax or annual installment shall be final.

Interpretation may be made by resolution of the Board for purposes of clarifying any vagueness or uncertainty as it relates to the application of the Special Tax rate, the calculation of the amount of any annual installment or prepayment amount, the application of the method of apportionment, the classification of Parcels, or any definition applicable to the CFD.

8. Claim for Refund.

All claims for refund of Special Tax (or annual installment thereof) collected on behalf of the CFD shall be filed with the Superintendent not later than one year after the date the Special Tax (or annual installment) has been paid to the County or to the Superintendent on behalf of the CFD in cases where the tax is not collected by the County. The claimant shall file the claim within this time period, and the claim shall be finally acted upon by the Board as a prerequisite to the claimant's bringing suit thereon. Pursuant to Government Code section 935(b), the claim shall be subject to the provisions of Government Code sections 945.6 and 946.

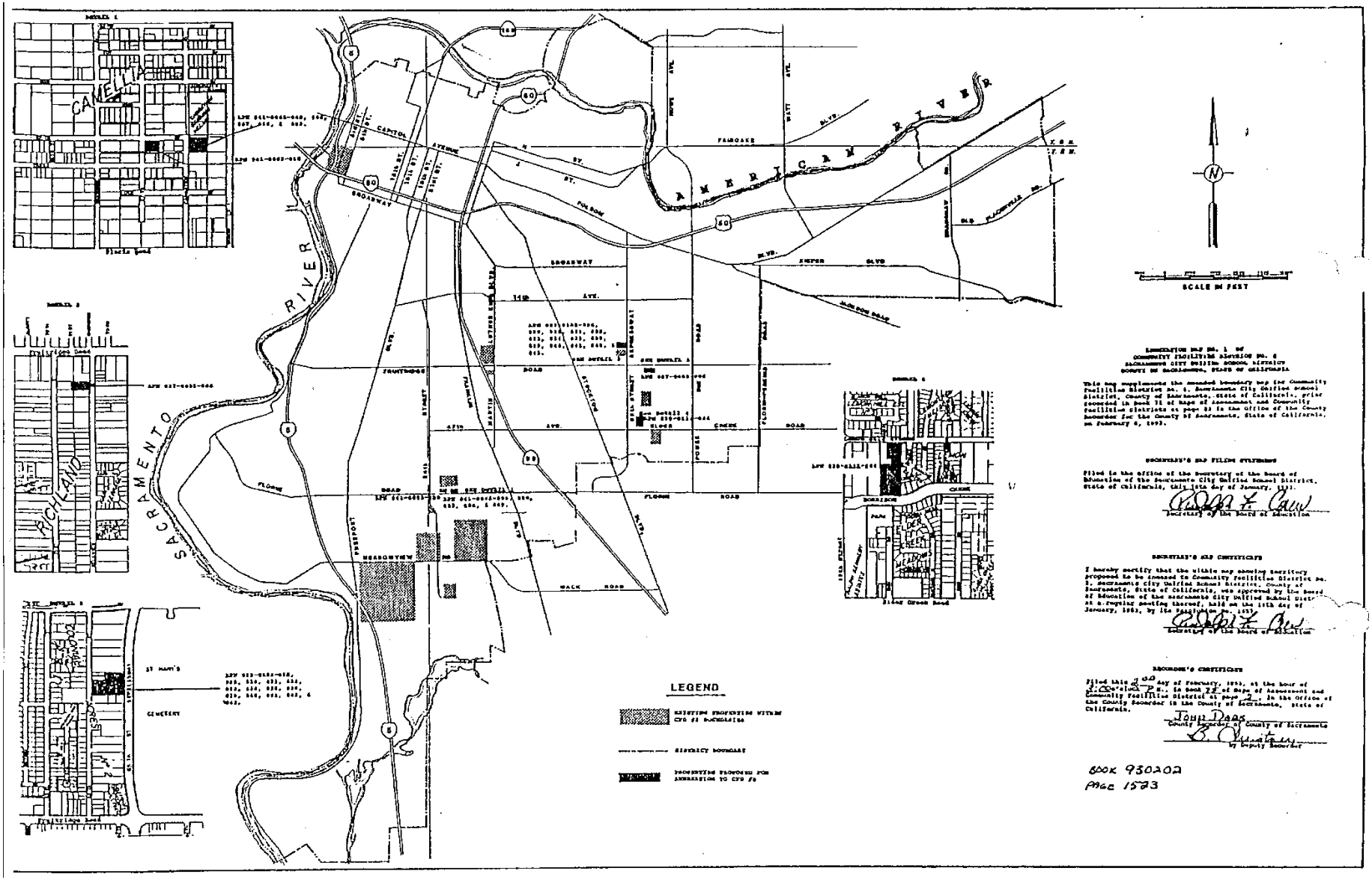
The Board acting on its own behalf and on behalf of the CFD shall respond to a timely claim within the time period required and in the manner specified by Government Code sections 912.4 and 912.6. Should said sections be amended or repealed, they shall apply according to their terms in effect on July 1, 1991.

The procedure described herein shall be the exclusive procedure for claimants' seeking a refund of Special Tax (or annual installments thereof). The decision of the District in response to any claim for refund shall be final.

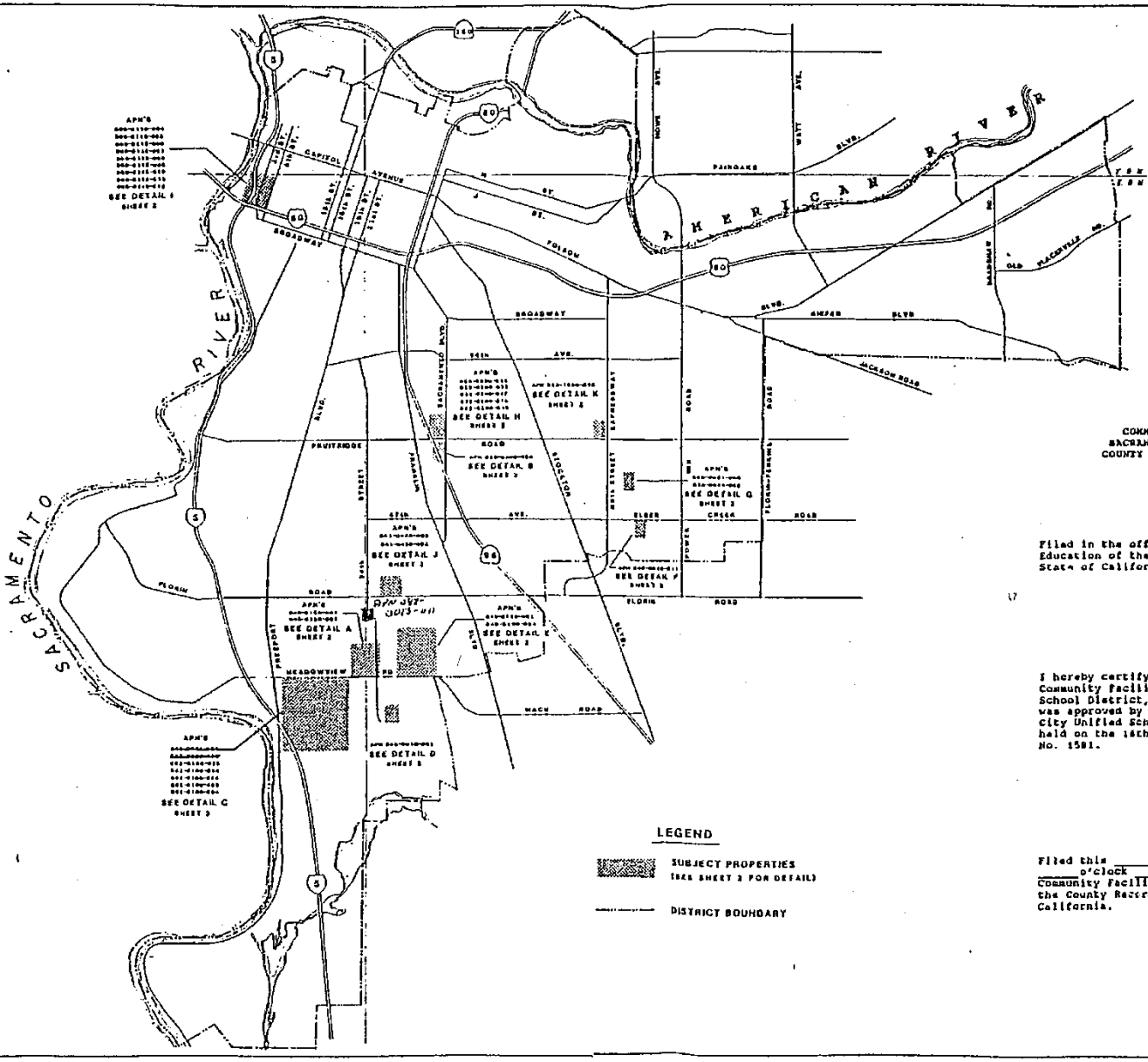
9. Annexation of Territory.

Any territory to be annexed to the CFD shall, in addition to payment of Special Taxes at the rates set forth above, be subject to payment of any costs incurred by the CFD and District in conducting the annexation process and such additional tax within the territory to be annexed as may be necessary to compensate for the interest and principal previously paid by the existing community facilities district; provided that in no event shall the additional tax authorized herein be allowed to exceed the Special Tax applicable to the Parcels being annexed.

DISTRICT BOUNDARY DIAGRAMS



SCIConsultingGroup



MAP OF DISTRICT BOUNDARIES
for
COMMUNITY FACILITIES DISTRICT NO. 2
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

SECRETARY'S MAP FILING STATEMENT

Filed in the office of the Secretary of the Board of Education of the Sacramento City Unified School District, State of California, this 16th day of December, 1991.

Secretary of the Board of Education

SECRETARY'S MAP CERTIFICATE

I hereby certify that the within map showing boundaries of Community Facilities District No. 2, Sacramento City Unified School District, County of Sacramento, State of California, was approved by the Board of Education of the Sacramento City Unified School District at a regular meeting thereof, held on the 16th day of December, 1991, by its Resolution No. 1581.

Secretary of the Board of Education

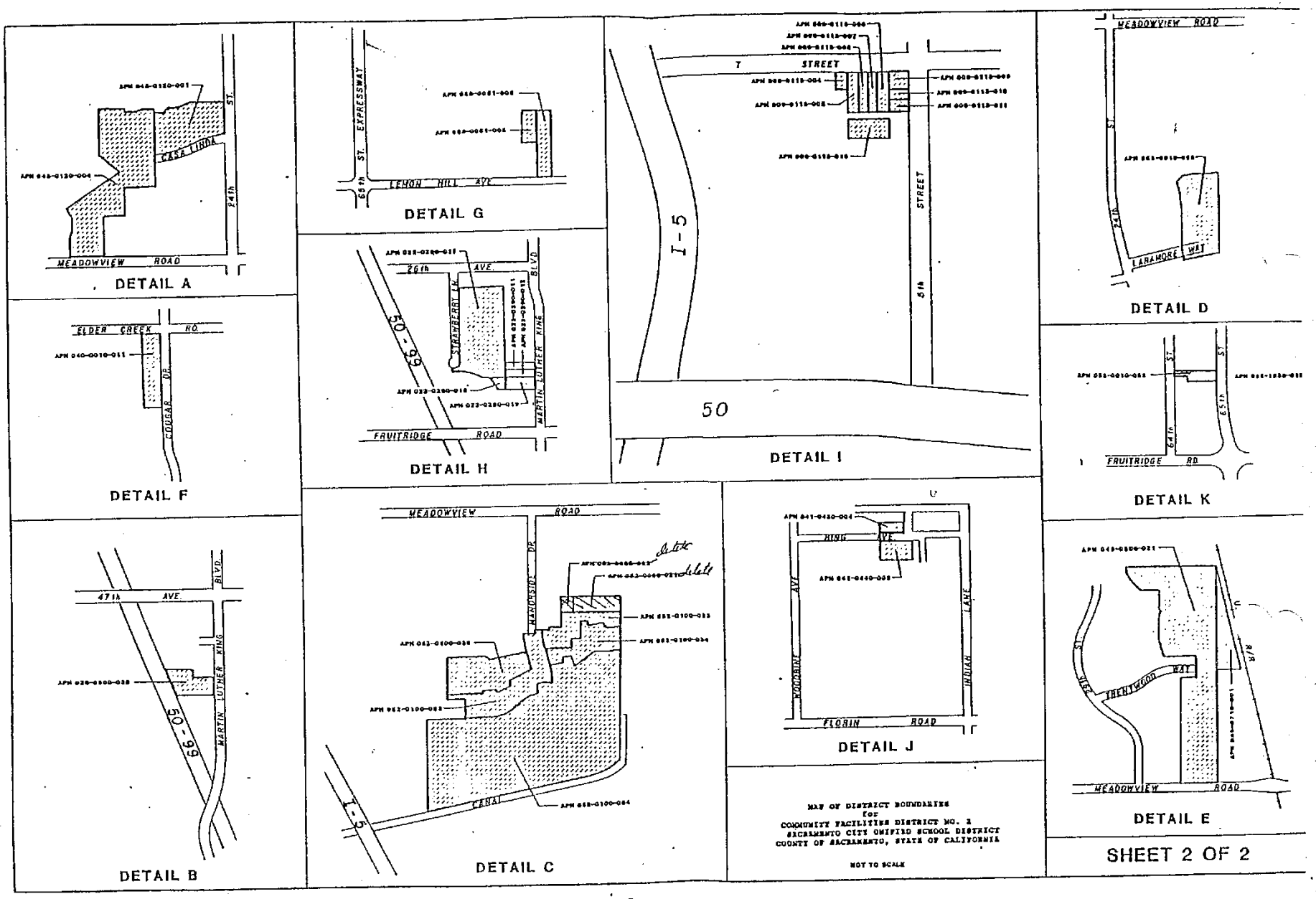
RECORDER'S CERTIFICATE

Filed this _____ day of December, 1991, at the hour of _____ o'clock ___M., in Book ____ of Maps of Assessment and Community Facilities District at page ____, in the Office of the County Recorder in the County of Sacramento, State of California.

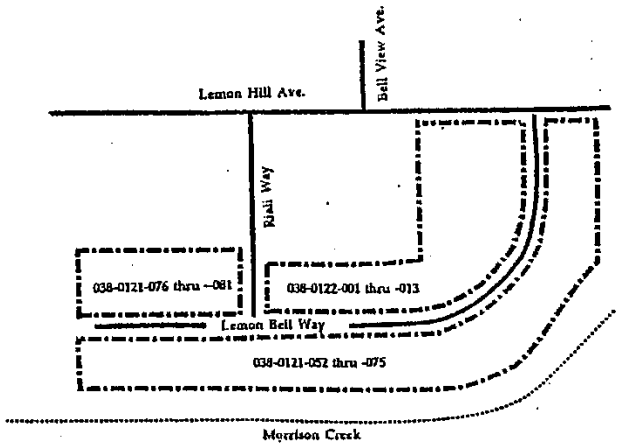
County Recorder of County of Sacramento

by Deputy Recorder

SHEET 1 OF 2



SCIConsultingGroup



LEGEND
Local Streets
Boundary Lines
Creek
038-0000-000 Parcel Numbers

SECRETARY'S MAP FILING STATEMENT

FILED IN THE OFFICE OF THE SECRETARY OF THE BOARD OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, STATE OF CALIFORNIA, THIS _____ DAY OF _____, 1998.

_____
SECRETARY OF THE BOARD

SECRETARY'S MAP CERTIFICATE

I DO HEREBY CERTIFY THAT THE WITHIN MAP SHOWING THE PROPOSED BOUNDARIES OF ANNEXATION NO. 4 TO THE COMMUNITIES FACILITIES DISTRICT NO. 2, SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA, WAS APPROVED BY THE BOARD OF TRUSTEES OF THE FAIR SACRAMENTO CITY UNIFIED SCHOOL DISTRICT AT A MEETING THEREOF, HELD ON _____ DAY OF _____, 1998 BY ITS RESOLUTION NO. _____.

_____
SECRETARY OF THE BOARD

RECORDER'S CERTIFICATE

FILED THIS _____ DAY OF _____, 1998 AT THE HOUR OF _____ O'CLOCK ___.M. IN BOOK _____ OF MAPS OF ASSESSMENT AND COMMUNITY FACILITIES DISTRICTS AT PAGE _____ IN THE OFFICE OF THE COUNTY RECORDER IN THE COUNTY OF SACRAMENTO, STATE OF CALIFORNIA.

_____
COUNTY RECORDER, COUNTY OF SACRAMENTO

NOTE:

REFERENCE IS HEREBY MADE TO THE MAPS AND DEEDS OF RECORD IN THE OFFICE OF THE ASSESSOR OF THE COUNTY OF SACRAMENTO FOR A DETAILED DESCRIPTION OF THE LINES AND DIMENSIONS OF ANY PARCELS SHOWN HEREIN. THOSE MAPS SHALL GOVERN FOR ALL DETAILS CONCERNING THE LINES AND DIMENSIONS OF SUCH PARCELS. EACH PARCEL IS IDENTIFIED IN SAID MAPS BY ITS DISTINCTIVE ASSESSOR'S PARCEL NUMBER.

MAP OF PROPOSED BOUNDARY ANNEXATION NO. 4

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2

CITY OF SACRAMENTO, SACRAMENTO COUNTY, CALIFORNIA

Shilts Consultants, Inc.
2300 Boynton Ave., Suite 201
Fairfield, CA. 94533
707-426-5016

2014-15 SPECIAL TAX ROLL

The tax roll listing the fiscal year 2014-15 Special Tax for all Assessor's Parcels of land within the boundaries of the Community Facilities District No. 2 (CFD #2) of the Sacramento City Unified School District has been filed with the District and is included herein by reference. The tax attributed to each parcel was computed in accordance with the Rate and Method of Apportionment of Special Tax summarized beginning on Page 8.

Any parcels within CFD #2 for which building permits for residential construction were not issued as of June 30, 2014 are not taxed for the 2014-15 fiscal year. These parcels are shown with a $0.00 Annual Special Tax on the Tax Roll. Any governmentally owned parcels are also listed with a $0.00 Special Tax.

EXHIBIT A - SPECIAL TAX NOTICE

NOTICE OF SPECIAL TAX

COMMUNITY FACILITIES DISTRICT NO. 2
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, CALIFORNIA

TO: THE PROSPECTIVE PURCHASER OF THE REAL PROPERTY KNOWN AS:

_____

_____

_____

This information is Valid Through June 30, 2015.

THIS IS A NOTIFICATION TO YOU PRIOR TO YOUR PURCHASING THIS PROPERTY. THE SELLER IS REQUIRED TO GIVE YOU THIS NOTICE AND TO OBTAIN A COPY SIGNED BY YOU TO INDICATE THAT YOU HAVE RECEIVED AND READ THIS NOTICE.

(1) This property is subject to a special tax, which is in addition to the regular property taxes and any other charges and benefit assessments on the parcel. This special tax may not be imposed on all parcels within the city or county where the property is located. If you fail to pay this tax when due each year, the property may be foreclosed upon and sold. The tax is used to provide public facilities or services that are likely to particularly benefit the property. YOU SHOULD TAKE THIS TAX AND THE BENEFITS FROM THE PUBLIC FACILITIES AND SERVICES FOR WHICH IT PAYS INTO ACCOUNT IN DECIDING WHETHER TO BUY THIS PROPERTY.

(2) The maximum annual special tax which may be levied against this parcel to pay for public facilities is $_____ during the 2014-15 tax year, payable at time of issuance of building permit.
In the event that a building permit for residential construction on the property for an increase in the residential assessable space in excess of 500 square feet is issued, the maximum annual special tax will be increased by an amount equal to the net increase in residential area times the residential special tax rate in effect in the tax year that such building permit is issued.
In addition, an annual special tax will be charged in fiscal year 2015-16 for building permits issued between July 1, 2014 and June 30, 2015 as follows: $0.8442 per square foot of new single family residential area and $0.4914 per square foot of new multi-family residential area. The annual special tax will be levied for 30 years and the annual tax levy will increase according to the tax collection schedule by an annual amount not to exceed approximately 13%.

(3) The authorized facilities which are being paid for by the special taxes, and by the money received from the sale of bonds which are being repaid by the special taxes, to the extent that financing is available, are:

1) The repair, rehabilitation, modification and expansion of existing elementary and secondary school facilities;
2) The acquisition of sites and the construction of elementary and secondary school facilities with related appurtenances and support structures;
3) The acquisition of sites and the construction of non-school facilities to support District operations; and
4) The acquisition of related equipment and furnishings; all necessary to meet student population demands.

These facilities may not yet have all been constructed or acquired and it is possible that some may never be constructed or acquired.

In addition, the special taxes may be used to pay for costs of the following services: None

YOU MAY OBTAIN A COPY OF THE RESOLUTION WHICH AUTHORIZED CREATION OF THE COMMUNITY FACILITIES DISTRICT WHICH SPECIFIED MORE PRECISELY HOW THE SPECIAL TAX IS APPORTIONED AND HOW THE PROCEEDS OF THE TAX WILL BE USED,FROM THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BY CALLING 264-4080. THERE MAY BE A CHARGE FOR THIS DOCUMENTNOT TO EXCEED THE ESTIMATED REASONABLE COST OF PROVIDING THE DOCUMENT.

I (WE) ACKNOWLEDGE THAT I (WE) HAVE READ THIS NOTICE AND RECEIVED A COPY OF THIS NOTICE PRIOR TO ENTERING INTO A CONTRACT TO PURCHASE OR DEPOSIT RECEIPT WITH RESPECT TO THE ABOVE REFERENCED PROPERTY. I (WE) UNDERSTAND THAT I (WE) MAY TERMINATE THE CONTRACT TO PURCHASE OR DEPOSIT RECEIPT WITHIN THREE DAYS AFTER RECEIVING THIS NOTICE IN PERSON OR WITHIN FIVE DAYS AFTER IT WAS DEPOSITED IN THE MAIL BY GIVING WRITTEN NOTICE OF THAT TERMINATION TO THE OWNER, SUBDIVIDER, OR AGENT SELLING THE PROPERTY.

DATE _____ _____

_____ _____

_____ _____

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item # 8.1e

Meeting Date: August 7, 2014

Subject: **Resolution No. 2801: Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools for Jose Luis Banda**

- ☐ 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. 2801, Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools and rescind prior Resolution No. 2769, Effective August 7, 2014.

Background/Rationale: Education Code Section 35161 authorizes governing boards of school districts to delegate an officer or employee of the district the authority to sign documents transmitted to County Superintendent of Schools.

This resolution reflects changes in district staff.

Financial Considerations: None

Documents Attached:

1) Resolution No. 2801, Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools

Estimated Time of Presentation: N/A
Submitted by: Ken A. Forrest, Chief Business Officer
Approved by: Sara Noguchi, Ed.D., Interim Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2801

Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools

WHEREAS, Education Code Section 35161 authorizes the Governing Board to delegate certain powers to officers and employees of the Sacramento City Unified School District; and

WHEREAS, on December 12, 2013, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 2769 designating persons authorized to sign orders in its name which is hereby rescinded; and

WHEREAS, José L. Banda Superintendent and Ken A. Forrest is Chief Business Officer; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 35161, effective August 7, 2014, José L. Banda, Superintendent and Ken A. Forrest, Chief Business Officer be and are hereby authorized and empowered to sign orders for official documents transmitted to County Superintendent of Schools.

AUTHORIZED SIGNATURES:

_____ _____

José L. Banda
Superintendent

Ken A. Forrest
Chief Business Officer

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 7th day of August, 2014, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Patrick Kennedy
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 # 8.1f

Meeting Date: August 7, 2014

Subject: Resolution No. 2802: Authorization of Personnel to Sign Orders on District Funds, José L. Banda

- ☐ 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. 2802, Authorization of Personnel to Sign Orders on District Funds, and rescind prior Resolution No. 2770, Effective August 7, 2014.

Background/Rationale: Education Code Section 42632 authorizes governing boards of school districts to delegate to officers or employees of the district the authority to sign orders on district funds.

This resolution reflects changes in district staff.

Financial Considerations: None

Documents Attached:

1) Resolution No. 2802, Authorization of Personnel to Sign Orders on District Funds

Estimated Time of Presentation: N/A
Submitted by: Ken A. Forrest, Chief Business Officer
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2802

Authorization of Personnel to Sign Orders on District Funds

WHEREAS, Education Code Section 42632 authorizes the Governing Board to delegate to officers and employees of the Sacramento City Unified School District the authority to sign orders drawn on the funds of the school district; and

WHEREAS, on December 12, 2013, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 2770 designating persons authorized to sign orders in its name which is hereby rescinded; and

WHEREAS, José L. Banda is Superintendent; Ken A. Forrest is Chief Business Officer; Amari B. Watkins is Director, Accounting Services; Gerardo Castillo is Director, Budget Services; Michael Smith is Supervisor, Budget Services; and Dawn Nantz is Accountant, Accounting Services.

BE IT RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 42632, effective August 7, 2014 José L. Banda, Superintendent; Ken A. Forrest, Chief Business Officer; Amari B. Watkins, Director, Accounting Services; Gerardo Castillo, Director, Budget Services; Michael Smith is Supervisor, Budget Services; and Dawn Nantz is Accountant, Accounting Services who are employees of the Sacramento City Unified School District, be and are hereby authorized and empowered to sign orders for the payment of lawful expenses of the District on the funds of the District.

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the County Superintendent of Schools and approved by the Superintendent of Public Instruction of the State of California.

AUTHORIZED SIGNATURES:

_____	_____
José L. Banda Superintendent	Ken A. Forrest Chief Business Officer
_____	_____
Amari B. Watkins Director, Accounting Services	Gerardo Castillo Director, Budget Services
_____	_____
Dawn Nantz Accountant, Accounting Services	Michael Smith Supervisor, Budget Services

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 7th day of August 7, 2014, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Patrick Kennedy
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 #8.1g

Meeting Date: August 7, 2014

Subject: **Resolution No. 2803: Authorizing Delegation of Power to Contract, José L. Banda**

- ☐ 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. 2803, Authorizing Delegation of Power to Contract and rescind prior Resolution No. 2771, Effective August 7, 2014.

Background/Rationale: Education Code Section 17605 authorizes governing boards of school districts to delegate to the superintendent, or to such persons designated by the superintendent, the power to contract in the name of the district whenever the Education Code invests the power to contract in a governing board or any member of the board. In addition, Education Code Section 17605 authorizes governing boards to delegate to any officer or employee of the district the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111.

This resolution reflects changes in district staff.

Financial Considerations: None

Documents Attached:

1) Resolution No. 2803, Authorizing Delegation of Power to Contract

Estimated Time of Presentation: N/A
Submitted by: Ken A. Forrest, Chief Business Officer
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2803

Authorizing Delegation of Power to Contract

WHEREAS, Education Code Section 17605 authorizes the Governing Board to delegate to the district Superintendent or designee, the power to contract in the name of the Sacramento City Unified School District whenever the Education Code invests the power to contract in a governing board or any member of the board; and

WHEREAS, Education Code Section 17605 authorizes the Governing Board to delegate to any officer or employee of the Sacramento City Unified School District the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111; and

WHEREAS, on December 12, 2013, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 2771 designating persons authorized to be empowered to contract which is hereby rescinded; and

BE IT RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17604, effective August 7, 2014, José L. Banda Superintendent, or Ken A. Forrest, Chief Business Officer, be and are hereby authorized and empowered to contract with third parties in the name of the Sacramento City Unified School District wherever the Education Code invests the power to contract in the Governing Board of the School District or any member of the Governing Board, without limitation as to money or subject matter; provided, however, that all such contracts must be approved or ratified by the Governing Board; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17605, effective August 7, 2014, José L. Banda, Superintendent, Ken A. Forrest, Chief Business Officer, and Daniel M. Sanchez, Manager II, Purchasing Services, be and are hereby authorized and empowered to contract for the purchase of supplies, materials, apparatus, equipment, and services; provided, however, that no such individual purchase shall involve an expenditure by the District in excess of the amount specified by Section 20111 of the Public Contract Code; and

BE IT FURTHER RESOLVED AND ORDERED that all such transactions to purchase supplies, materials, apparatus, equipment, and services entered into in accordance with Education Code Section 17605 shall be reviewed by the Governing Board every sixty (60) days; and

BE IT FURTHER RESOLVED AND ORDERED that in the event of malfeasance in office, each of the persons named above shall be personally liable to the Sacramento City Unified School District for any and all monies of the District paid out as a result of such malfeasance; and

BE IT FURTHER RESOLVED AND ORDERED that the persons named above shall be and are hereby authorized to insure against any such liability, and the cost of such insurance shall be paid from the funds of the District; and

BE IT FURTHER RESOLVED AND ORDERED that the term "Contract" as used herein shall be deemed to include orders to contract.

AUTHORIZED SIGNATURES:

_____
José L. Banda
Superintendent

_____
Ken A. Forrest
Chief Business Officer

_____
Daniel M. Sanchez
Manager II, Purchasing Services

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 7th day of August, 2014, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Patrick Kennedy
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# 8.1h

Meeting Date: August 7, 2014

Subject: Approve Adult Education 12-Month Calendar 2014-2015

- ☐ 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 the Adult Education 12-Month Calendar 2014-2015

Background/Rationale: The Adult Education 12-Month Calendar for 2014-2015 was revised to correspond to and support the Adult Education and Alta Regional program schedule for the District's Adult Education students to fully participate in the joint program.

Financial Considerations: None

Documents Attached:

1. Adult Education 12-Month Calendar 2014-2015

Estimated Time of Presentation: N/A
Submitted by: Ken A. Forrest, Chief Business Officer
Cancy McArn, Assistant Superintendent
Human Resources & Employee Compensation
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

2014-15 ADULT EDUCATION CALENDARS

- **177 DAY CONTRACTS** at A. Warren McClaskey Adult Center and Charles A. Jones Career and Education Center

177 Day Calendar

First Semester: 87 Teaching Days (September 2, 2014 – January 23, 2015)

Labor Day Holiday	Monday, September 1, 2014
First Day of Instruction for Fall Semester	Tuesday, September 2, 2014
Veterans Day Holiday	Tuesday, November 11, 2014
Thanksgiving Holidays	Monday, November 24 – Friday, November 28, 2014
Winter Holidays	Monday, December 22, 2014 – Friday, January 2, 2015
Martin Luther King Day	Monday, January 19, 2015
Last Day of Instruction for Fall Semester	Friday, January 23, 2015

Second Semester: 90 Teaching Days (January 26, 2015 – June 11, 2015)

First Day of Instruction for Spring Semester	Monday, January 26, 2015
Lincoln Day Holiday	Monday, February 9, 2015
Presidents' Day Holiday	Monday, February 16, 2015
Spring Holidays	Monday, March 30 – Friday, April 3, 2015
Memorial Day Holiday	Monday, May 25, 2015
Last Day of Instruction for Spring Semester	Wednesday, June 10, 2015

- **181 DAY CONTRACTS** at Charles A. Jones Career and Education Center

181 Day Calendar

First Semester: 87 Teaching Days (September 2, 2014 – January 23, 2015)

Labor Day Holiday	Monday, September 1, 2014
First Day of Instruction for Fall Semester	Tuesday, September 2, 2014
Veterans Day Holiday	Tuesday, November 11, 2014
Thanksgiving Holidays	Monday, November 24 – Friday, November 28, 2014
Winter Holidays	Monday, December 22, 2014 – Friday, January 2, 2015
Martin Luther King Day	Monday, January 19, 2015
Last Day of Instruction for Fall Semester	Friday, January 23, 2015

Second Semester: 93 Teaching Days (January 26, 2015 – June 15, 2015)
1 Non-Instructional Day (June 16, 2015)

First Day of Instruction for Spring Semester	Monday, January 26, 2015
Lincoln Day Holiday	Monday, February 9, 2015
Presidents' Day Holiday	Monday, February 16, 2015
Spring Holidays	Monday, March 30 – Friday, April 3, 2015
Memorial Day Holiday	Monday, May 25, 2015
Last Day of Instruction for Spring Semester	Monday, June 15, 2015
Non-Instructional Day	Tuesday, June 16, 2015

- **230 Teaching Days at A. Warren McClaskey Adult Center**

230 Day Calendar

Summer Recess 2014	Tuesday, July 1 – Friday, July 11, 2014
Fourth of July Holiday	Friday, July 4, 2014
First Day of Instruction	Monday, July 14, 2014
Labor Day Holiday	Monday, September 1, 2014
Columbus Day Holiday	Monday, October 13, 2014
Veterans Day Holiday	Tuesday, November 11, 2014
Thanksgiving Holidays	Wednesday, November 26 – Friday, November 28, 2014
Winter Holidays	Monday, December 22, 2014 – Friday, January 2, 2015
Martin Luther King Day	Monday, January 19, 2015
Presidents' Day Holiday	Monday, February 16, 2015
Cesar Chavez Day Holiday	Monday, March 30, 2015
Spring Holidays	Thursday, April 2 – Friday, April 3, 2015
Memorial Day Holiday	Monday, May 25, 2015
Last Day of Instruction	Tuesday, June 30, 2015
Summer Recess 2015	Wednesday, July 1 – Friday, July 10, 2015

DRAFT

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1i

Meeting Date: August 7, 2014

Subject: Approve June 5, 2014 Board of Education Meeting Minutes

- ☐ 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 Board of Education Meeting for June 5, 2014.

Background/Rationale: None

Financial Considerations: None

Documents Attached:

1. June 5, 2014 Board of Education Meeting Minutes

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 AND WORKSHOP

Board of Education Members
Patrick Kennedy, President (Trustee Area 7)
Darrel Woo, Vice President (Trustee Area 6)
Christina Pritchett, Second Vice President (Trustee Area 3)
Jay Hansen (Trustee Area 1)
Jeff Cuneo (Trustee Area 2)
Gustavo Arroyo (Trustee Area 4)
Diana Rodriguez (Trustee Area 5)
Margarita Kovalchuk, Student Member

Thursday, June 5, 2014
4:30 p.m. Closed Session
6:30 p.m. Open Session

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

MINUTES

2014-13

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:35 p.m.by President Kennedy and roll was taken.

Members Present:
Patrick Kennedy, Board President
Darrell Woo, Board Vice President
Christina Pritchett, Second Vice President
Jeff Cuneo
Diana Rodriguez

Members Absent:
Gustavo Arroyo
Jay Hansen
Margarita Kovalchuk, Student Board Member

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:

a) Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (1 case)

b) Initiation of litigation pursuant to subdivision (c) of Government Code section54956.9 (1 case)

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

3.4 Government Code 54957 Public Employment Title: Superintendent

3.5 2014 California High School Exit Examination (CAHSEE) Waivers for Graduation Approval (Dr. Teresa Cummings)

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

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

Members Present:
Patrick Kennedy, Board President
Darrell Woo, Vice President
Christina Pritchett, Second Vice President (left at approximately 7:50 p.m.)
Gustavo Arroyo
Jeff Cuneo
Diana Rodriguez
Margarita Kovalchuk, Student Board Member

Members Absent:
Jay Hansen

The Pledge of Allegiance was led by Students Together Reducing Exploitation and Trafficking (STREAT) TEAM and President Kennedy presented the group with a Certificate of Appreciation.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

General Counsel Jerry Behrens reported one action was taken in Closed session; the approval by a vote of four to one, with Member Rodriguez voting against and Members Hansen and Arroyo being absent at the time of the vote, to initiate a public review of Office of Administrative Hearings (OAH) Case number 2013-100405.

6.0 AGENDA ADOPTION

President Kennedy requested a change to the agenda by moving Consent Agenda Item 10.1i, Approve Revised Board Policy 5144: Student Discipline, to Item 9.1 because there were several students in the audience that requested to speak on the subject and the item, if kept on the Consent Agenda, would not be heard until late in the evening. Member Cuneo made the motion to approve the Agenda with President Kennedy's requested change and the motion was seconded by Vice President Woo. The Board voted unanimously, with Member Hansen absent, to approve the revised Agenda.

7.0 SPECIAL PRESENTATION

7.1 Recognition of SCUSD Gifted and Talented Education (GATE) Certificated Teachers (Dr. Olivine Roberts and Stephanie Shaughnessy)

Stephanie Shaughnessy, GATE Coordinator, and Kari Hanson-Smith, GATE Resource Teacher, recognized the efforts and accomplishments of the certificated teachers who completed the 30 hours of voluntary coursework in the 2013-14 school year to obtain the GATE Certificate:

- *Elizabeth Moseby; Pony Express Elementary School*
- *Jacque Luck; Camellia Basic Elementary School*
- *Lily Stanley; Camellia Basic Elementary School*
- *Dawn Student; Camellia Basic Elementary School*
- *Margaret Myers; Camellia Basic Elementary School*
- *Jennifer Sparks; Camellia Basic Elementary School*
- *Sue Hunter; Camellia Basic Elementary School*
- *Alan Hill; Camellia Basic Elementary School*
- *Karen Redmond (instructional aide); Camellia Basic Elementary School*
- *Alanna Butterworth; Camellia Basic Elementary School*
- *Robert Lundstrom; Camellia Basic Elementary School*
- *Lisa Guzzi; Camellia Basic Elementary School*
- *Elizabeth Nakagawa; Camellia Basic Elementary School*
- *Diane Hocking; Camellia Basic Elementary School*
- *Julie Walters; Camellia Basic Elementary School*
- *Valerie Alens; Camellia Basic Elementary School*

The certificates were presented.

<u>Public Comment</u>
Darlene Anderson spoke about students who are basic learners and asked how the District is using resources for those students.

<u>Board Comment</u>
None.

7.2 2014 Classified Champions (Ken A. Forrest)

Interim Superintendent Sara Noguchi recognized the 12 classified District employees who were nominated by their peers for demonstrating exemplary service and selected from the 22 total nominees as the District's 2014 Classified Champions. The District's 2014 Classified Champions are:

- *Anthony Galioto, Teacher Associate, Theodore Judah Elementary School (12 years of service)*
- *Jeffrey Yanez, School Plant Operations Manager II, California Middle School (14 years)*
- *Tammy Blunk, School Office Manager I, Phoebe Hearst Elementary School (19 years)*
- *Stephanie Ehrk, School Office Manager I, O.W. Erlewine Elementary School (13 years)*
- *Shalini Karan, Instructional Aide, Computer Lab, Camellia Elementary School (6 years)*
- *Kenna Montoya, School Office Manager II, Albert Einstein Middle School (11 years)*
- *Valerie Levin, Customer Service Specialist, Human Resource Services (20 years)*

- *Richard Martinez, Hazardous Materials Worker, Facilities Maintenance (29 years)*
- *Mary David, Library Media Technical Assistant, C.K. McClatchy High School (7 years)*
- *Nora Castro, Family Partnership Facilitator, Parent Engagement (24 years)*
- *Michael Compton, Electronics Technician, Facilities Maintenance (23 Years)*
- *Catherine Morrison, Family Partnership Facilitator, Parent Engagement (10 years)*

Interim Superintendent Noguchi and Board President Kennedy thanked the employees for their service to the District and the employees were given a ceramic apple in appreciation.

Public Comment
None.

Board Comment
None.

7.3 2014-2015 Teacher of the Year (Ken A. Forrest)

Interim Superintendent Sara Noguchi recognized the two certificated teachers, Jennifer Clemens from Health Professions High School and Arlette Garcia from Earl Warren Elementary School, who were selected as the 2014-15 Teacher of the Year from the 28 teachers who were nominated by parents, students, and staff. Ms. Clemens and Ms. Garcia will represent the District in the Sacramento County Teacher of the Year Award. The teachers were presented a ceramic apple in appreciation.

Public Comment
None.

Board Comment
None.

8.0 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.

- *Darlene Anderson spoke about the Uniform Complaint she had filed about the School Site Council at the School of Engineering and Science.*
- *Alex Visaya, Jr. congratulated President Kennedy on his recent election to the County Board of Supervisors. He also provided the Board a letter regarding the superintendent search.*

9.0 PUBLIC HEARING

9.1 Approve Revised Board Policy 5144: Student Discipline ***Action***
(Koua J. Franz and Stephan Brown) (Previously Item 10.1i)

Board President Kennedy reported-out for the record the additional changes to Board Policy 5144, Student Discipline. In Amended Attachment A, the policy reads, Suspendable offences under Section (k) of the California Education Code 48900 are student offenses that willfully defy the

valid authority of supervisors, teachers, or [the word "or" was added] administrators, school personnel that are disruptive actions that prohibit [changed to singular from plural "prohibits"] the continuance of an educational event to the extent that a student's refusal is unruly, aggressively threatening, or [the word "and" changed to "or"] loudly profane.

The Public Hearing was opened.

Public Comment

- *Darlene Anderson spoke about African American students not being welcomed at Kennedy High School in 1970 and how the District is still losing students.*
- *John Perryman, a teacher in the District, feels the revised policy lacks skeptical analysis regarding the changes related to suspensions.*
- *S.T.R.E.A.T. Team student representatives spoke in support of the Restorative Justice policy.*
- *Maylik Camara, a student at J.F. Kennedy High School and a member of the Men's Leadership Academy, spoke in support of the revisions to the policy.*
- *Amaryon Bates, a student at J.F. Kennedy High School and a member of the Men's Leadership Academy, thanked the Board for the Restorative Justice policy.*
- *Crandall Rankins commended the Board on the positive steps forward in it's efforts to bring positive changes to the District.*
- *Angela Sutherland, representing the Community Advisory Committee for Special Education (CAC), reported the CAC reviewed the revisions to the policy at its May 27th meeting and were happy the policy was being addressed and supports the professional development and training for staff the policy suggests.*
- *Stella Levy, a representative of the Restorative Schools Vision Project, provided the Board with a hand-out about Restorative Justice and training the group provides.*
- *Lisa Bertacini, an adjunct professor at American River Community College, spoke in favor of fixing school discipline policies so that students are not being suspended for willful defiance.*

Board Comment
None.

The Public Hearing was closed.

Board President Kennedy asked a motion from the Board. A motion to accept the revisions to Board Policy 5144, Student Discipline, and approve the policy was made by Vice President Woo and seconded by Seconded Vice President Pritchett. The Board voted unanimously, with Member Hansen absent, to accept the revisions to Board Policy 5144, Student Discipline.

9.2 2014-2015 Local Control Accountability Plan (Gabe Ross) ***Conference***
(Previously Item 9.1)

Chief Communications Officer, Gabe Ross, provided the Board with the background of the Local Control Accountability Plan (LCAP) legislation. Mr. Ross reviewed the timeline, the community engagement process, the goals for the LCAP, gave an update on the Plan and outlined the next steps. Mr. Ross thanked District staff who worked on the LCAP.
The Public Hearing was opened.

Public Comment

- *Carl Pinkston, representing the Black Parallel School Board and the Sacramento City Community Priority Coalition, thanked the staff for improving the plan and including*

community input, but was disappointed that it did not include class-size reduction, professional development, and expansion of early intervention programs.

- *Darlene Anderson feels the plan does not include certain students.*
- *Rashed Johnson, representing Students First California and Sacramento area parents, encouraged the District to engage all stakeholders, especially parents.*
- *Magdalenea Logan, student from J.F. Kennedy High School, feels the District should focus on creative programs such as music, art, and science for the younger generation.*
- *Ivan Arriaga, student from Kit Carson Middle School, spoke about students being bored in school and that learning should be fun so they look forward to going to school. The Local Control Funding Formula (LCFF) funds should include more hands-on interaction.*
- *Jessica Arriaga, a parent in SCUSD, feels the District should begin having conversations about implementing class-size reduction and professional development for teachers.*
- *Zelia Gonzales, a student from The MET Sacramento High School, spoke about youth engagement within the LCAP and reported she created a survey to get students' opinion about the LCAPP and for students to identify their priorities for using the funds. The top three priorities identified were supplies and materials for classrooms, school-provided lunches, and extracurricular cultural events and field trips. Since LCFF funds cannot be used for school lunches, the next priority identified was art programs. She suggested the survey be given to other students and thanked the Board for their efforts.*
- *Alex Visaya, Jr., an advocate for students and families, spoke about needing strong site leaders and every school needing a parent resource center.*
- *Sue Vang, representing Hmong Innovating Politics (HIP), applauded the District on the improved LCAP plan, but pointed out that it is difficult to read and understand, especially for non-English speaking parents. She feels more work needs to be done and looks forward to working with the District on the LCAP.*
- *Loretta Murray, representing the 3rd District P.T.A. Arts Education, Community Partners Coalition, and California Lines for Arts Education, spoke about the LCFF legislation and how arts education improves students academically and socially and teaches critical thinking and problem solving creativity. She urged the Board to add a goal that increases access to visual and performing arts for students and art professional development for teachers.*
- *Howard Lawrence, representing Leadership of Sacramento Area Congregations Together, recognized the efforts by District staff on the LCAP process. He feels there has been improvement from the previous draft, but noted most parents in the community do not understand the Local Control Funding Formula.*
- *Manny Hernandez, representing La Familia Counseling Services, spoke about three areas of the LCAP in critical need - reduce class size, beef-up professional development, and early intervention.*
- *David Banuelos, representing La Familia Counseling Services, also spoke about class-size reduction, after school programs, and cultural support.*
- *Terrence Gladney spoke about class-size reduction and suggested the District consider what is possible.*
- *Liz Guillen, representing Public Advocates, congratulated the Board and commended staff's hard work on the LCAP. She also wanted to point-out that more stakeholder engagement is an area where there is room for improvement.*

<u>Board Comment</u>

- *Vice President Woo had questions about what the District's responsibilities are over the review of the LCAPs and budget for the independent Charter Schools. Budget Director Gerardo Castillo responded that each independent Charter school must provide the District with their LCAP process and budget for review and the District then forwards the LCAP and*

budget to the Sacramento County Office of Education (SCOE).

- *Member Rodriguez thanked staff for their work. She feels that there were many good comments made by the public and asked staff if it would be possible to incorporate any of the suggestions. Mr. Ross said the Board can make adjustments to the LCAP, but that adjustments would also need to be made to the budget. Member Rodriguez asked Chief Business Officer Ken Forrest if it would be possible to provide numbers for the recommendations made tonight. Mr. Forrest responded that he recommends revisiting those items during the 45-day revision period for the budget because it is an opportunity for the District to make changes. The District will have a clearer picture of the funds available. Mr. Ross addressed Member Rodriguez's concerns about parent engagement needing to include low income families. He reported that 100 % of the District's schools participated in the parent engagement process over the last six months and the District will continue to support schools in the process.*
- *Member Cuneo thanked staff for their hard work. He commented against tracking API over time because the District will be comparing apples to oranges and feels proficiency numbers are more accurate. He also had a question about the engagement process, if it included site-level parent/teacher associations. Mr. Ross responded that the process included parent resource centers at the school sites and spoke about the API needing to be included because it was requested by the County. Member Cuneo also commented about the early literacy in Pre-K mentioned in the LCAP. He feels it is a "heavy-lift" item and worries that it will not be taken seriously. He also expressed that there should be more focus on the Whole Child Policy. Mr. Ross responded that more work will be done and revisions will be made each year of the three-year Plan.*
- *Member Arroyo acknowledged audience member Manny Hernandez as a former member of the School Board who dedicated many years to the District. Member Arroyo had questions about the Sacramento County Office of Education (SCOE) having approval authority of the District's LCAP. He suggested the District and/or SCUSD Board members and SCOE Board Members have a closer relationship for alignment purposes. Dr. Noguchi assured Member Arroyo that SCOE is supporting the District in the process and believes they would be happy to meet with the Board and offered to set-up a meeting with interested SCUSD Board Members and SCOE to get answers to their questions and give feedback. Mr. Ross responded that staff has on-going communication with SCOE and their support has mostly been technical assistance. SCOE is learning and interpreting the legislation as we go, as is the District. SCOE has not given input on how the District should spend funds. Member Arroyo restated that he would like site councils established at every school and asked how the LCAP would ensure that would happen. Mr. Ross responded the District has an opportunity to create a more authentic process and will confer with the Family/Community Engagement Office to provide strategy information back to the Board. Member Arroyo expressed that it is extremely important for parents to be involved. He also commented about stakeholder input. Interim Superintendent Noguchi responded there will opportunity for stakeholder input next school year in developing the Strategic Plan. Member Arroyo suggested moving forward the District change the structure of the dialogue with stakeholders so that their input is incorporated before coming to the Board. Mr. Ross responded that changes are in process for next year.*

The Public Hearing was closed.

9.3 *Proposed Fiscal Year 2014-2015 Budget for All Funds* ***Conference***
(Ken A. Forrest) (Previously Item 9.2)

Chief Business Officer Ken Forrest provided information about the Governor's May revision to the budget and that it had many items that were not addressed, including funding adequacy. He pointed-out that California is 49th in the nation for funding and is 5th highest for cost-of-living.

The Legislature's and the Governor's proposals are still pending. The District's proposed 2014-15 budget was developed using the state-adopted Criteria and Standards and includes expenditures necessary to implement the Local Control And Accountability Plan (LCAP).

The Public Hearing was opened.

Public Comment

- *Carl Pinkston, representing the Community Priority Coalition, presented an alternate budget they prepared for the Board to consider that includes class-size reduction, professional development, after school programs. The Board can compare and contrast to District staff's proposed budget.*
- *Bob Hammes, representing the Community Priority Coalition, spoke about the budget the Coalition prepared.*
- *Darlene Anderson commented about the gaps in education. She feels nothing is done for students who are not reading at grade level. The tax dollars are for educating all of the students.*
- *Karen Swett spoke about the proposed budget and complimented Ken Forrest for his work. She offered to assist the District in working on the budget now and not wait for the new software.*
- *Jonathan Tran, representing Hmong Innovating Politics, supports the alternative budget that was presented to the Board by the Community Priority Coalition. He also commented on the enrollment figures and that they are affected by last year's school closures.*

Board Comment

- *Member Cuneo asked for clarification about the amount of money the District is receiving in the 2014-15 school year. Mr. Forrest pointed-out that the District will be receiving about an additional $9 million dollars this year and explained how the funds will be disbursed - $2 million towards additional custodians, $1 million to go to the reserve, $1 million to other post-employment benefits, and about $5 million to cover the ongoing increase in health benefits and step raises for staff. There are no cost-of-living raises for staff. Member Cuneo asked for staff to provide information about the cost to implement the suggestions made by the public and what those suggestions would look like. He also commented about the loss of Assistant Principals over the last few years. Mr. Forrest thanked Member Cuneo for his input and will work to make the information presented in a more detailed and understandable way.*
- *Vice President Woo concurred with Member Cuneo regarding priorities and class-size reduction. He requested the dollar amounts for reducing class-size. He had a question about Adult Education funding. Mr. Forrest responded that discussions are ongoing and it has not been decided where it will land (with District's or Community Colleges). Vice President Woo commented about the Governor's May Revise and pointed out inequities and hoped the Legislature will make recommendations to resolve the inequities. Mr. Forrest thanked him for his insightful comments.*
- *Member Rodriguez thanked Mr. Forrest for his work and the information he provides. She commented about the contracts and reimbursables. Mr. Forrest spoke about several contracts that provide reimbursements or subsidies that off-set the contract cost. A presentation on Capital projects that includes cost-avoidance will be prepared and provided to the Board in the next few months. Member Rodriguez would like the report to show where dollars saved will be directed. Mr. Forrest responded that it would not be possible to do that on utility contracts because the savings lowers the cost of increases in utility costs. Member Rodriguez addressed the Contracts Committee and would like the committee to find savings.*

The Public Hearing was closed.

9.4 Continuous Improvement of Special Education Services: 2014-2015 Annual Service and Annual Budget Plan (Dr. Olivine Roberts and Becky Bryant) (Previously Item 9.3) ***Conference***

Dr. Olivine Roberts, Special Education Director Becky Bryant and Community Advisory Committee (CAC) parent, Angie Sutherland, presented information about the District's 2014-15 annual Service and Budget Plan. The plan must be approved by the Board by June 30, 2014. The plan will be back before the Board on June 19, 2014 for approval. Ms. Bryant reviewed the services the District provides to students and outlined the next steps, including continuous improvement of Special Education services, professional development for staff, and continued parent outreach. Ms. Bryant complimented and thanked staff at the John Morse Therapeutic Center for their successful work in supporting students returning from non-public school settings and preventing the need to refer students to non-pubic school settings. Angie Sutherland introduced CAC member Angel Garcia, and spoke about the CAC's role in the Special Education Local Plan Area (SELPA). Ms. Bryant reviewed the 2014-15 Annual Budget Plan Revenue and expected expenditures.

The Public Hearing was opened.

Public Comment

- *Darlene Anderson commented that more parents need to understand the Federal law because it trumps the State law.*

Board Comment

- *President Kennedy shared that he recently toured John Morse Therapeutic Center and commented about the phenomenal work the staff is doing.*

The Public Hearing was closed.

10.0 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.

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, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Ken A. Forrest)

10.1b Approve Personnel Transactions (Ken A. Forrest)

10.1c Approve 2013-2014 Third Interim Financial Report (Ken A. Forrest)

10.1d Approve Operational Memorandum of Understanding between Sacramento City Unified School District and the Language Academy of Sacramento (Dr. Teresa Cummings)

10.1e Approve Sutter Middle School Field Trip to Washington, D.C. June 14-18, 2014 (Lisa Allen and Mary Hardin Young)

10.1f Approve Sutter Middle School Field Trip to Washington, D.C. June 15-20, 2014 (Lisa Allen and Mary Hardin Young)

10.1g Approve California High School Exit Examination (CAHSEE) Waivers for Graduation (Dr. Teresa Cummings)

10.1h Approve the California Common Core State Standards Implementation Funds Expenditure Plan (Dr. Olivine Roberts)

~~*10.1i Approve Revised Board Policy 5144: Student Discipline (Koua J. Franz and Stephan Brown)*~~ *(Item moved to Item 9.1)*

10.1j Approve Revised Board Policy 5137: Positive School Climate (Koua J. Franz and Stephan Brown)

10.1k Approve Minutes of the May 1, 2014 Board of Education Meeting (Dr. Sara Noguchi)

Board President Kennedy reported a change to Item 10.1d, Approve Operational Memorandum of Understanding between Sacramento City Unified School District and the Language Academy of Sacramento. On amended page 2 of 16, language was added to #4, School Accountability, in the last paragraph. The section now reads "the Charter School will comply with the statues and regulations applicable to Charter Schools regarding the preparation of the LCAP."

Public Comment

- *Ralph Merletti – 10.1e and 101.f – Commented how lucky the students from Sutter Middle School are to be going on the field trips to Washington D.C. and urged the students to try to get a window seat on the bus and to take turns at the window seats.*
- *Darlene Anderson - 10.1g – Ms. Anderson had questions about the number of students the CAHSEE waiver was for. President Kennedy responded that the waivers are for 11 students.*
- *Darlene Anderson – 10.1j – Ms. Anderson had questions about Positive School Climate and what that looks like for students being moved to alternative school sites and Special Education students.*

Board Comment
None.

A motion was made by Vice President Woo to approve the Consent Agenda and was seconded by Member Cuneo. A vote was taken and the Consent Agenda was approved unanimously, with Second Vice President Pritchett and Member Hansen absent.

11.0 COMMUNICATIONS ***Information***

11.1 Employee Organization Reports:

- *CSA – No report.*
- *SCTA – No report.*
- *SEIU – No report.*
- *Teamsters – No report.*
- *UPE – No report.*

11.2 District Parent Advisory Committees:

- *Community Advisory Committee (CAC) – Angie Sutherland, CAC Vice Chair and Angel Garcia, CAC parent, spoke about a discussion held at their May 27, 2014 meeting about the need for a cohesive and collaborative team process at the school site to fully support students with special needs. The students need to be supported by all site staff and volunteers. Ms. Garcia spoke about her experiences with her son's I.E.P. Team.*
- *District Advisory Council – No report.*
- *School Site Councils – No report.*
- *District English Learner Advisory Committee – No report.*
- *Gifted and Talented Education Advisory Committee – No report.*
- *Indian Education Parent Committee – No report.*
- *Sacramento Council of Parent Teacher Association (SCPTA) – Terence Gladney, president of the SCPTA spoke about his meeting with Interim Superintendent Noguchi and spoke about the recent Fire Marshall inspection of the Success Academy and the rooms that house the Children's Clothes Closet and Cinderella's Closet. President Kennedy requested to meet with Mr. Gladney to discuss the situation.*

11.3 Interim Superintendent's Report (Dr. Sara Noguchi)

No report given because of the lateness of the hour.

11.4 President's Report (Patrick Kennedy)

President Kennedy reported he is resigning his position on the Board due his election to the Sacramento County Board of Supervisors and will be sending a letter to the County to announce his resignation effective August 8, 2014 so they will be notified 130 days prior to the November election in order to get the vacancy on the November ballot. He will bring forward a resolution for approval by the Board to fill the vacancy via the November election.

11.5 Student Member Report (Margarita Kovalchuk)

Student Board Member Kovalchuk reported she graduated the day before and that she was the valedictorian of her school. It was an exciting experience and a wonderful night. She reported that she recently served as a panelist at the third District P.T.A. Spring Leadership Training which gave her an opportunity to engage with students with all ages. During the training information was gathered from the students about changes they would like to see in their schools. The overall response was better school lunches. Students also would like more field trips, more supplies and more desks, more time for test-taking, and the students mentioned that the Clothes

Closet is helpful to students for school uniforms. She also reported that the first, second, and third place winners of the News and Review newspaper college essay contest are SCUSD students. First place went to Connor Nelson from C. K. McClatchy High School, she won second place, and third place went to Elizabeth Robinson from C.K. McClatchy High School.

President Kennedy made a motion to extend the time of the meeting to 10:45 p.m. The motion was seconded by Member Arroyo and the Board voted unanimously to extend the meeting to 10:45 p.m., with Member Hansen and Second Vice President Pritchett absent.

11.6 Information Sharing by Board Members

- *Member Arroyo thanked Student Board Member Kovalchuk for the fabulous work she has done while on the Board.*
- *Member Rodriguez reported she attended a Boys and Girls Club event, The Triple Play, that was sponsored by Coca-Cola and Subway and thanked Member Arroyo for the opportunity to fill-in for him at that event and at Student Board Member Kovalchuk's graduation. She has also been engaging parents in the District in conversations about the Common Core standards. She requested the Contracts Committee prepare recommendations for reeducations for the June 19, 2014 Board meeting and requested President Kennedy place the item on the agenda and informed him she will also have another item for the agenda. She expressed concern about the disrespectful way staff members are treating partners and volunteers and asked for an investigation and remedies. Member Rodriguez also challenged the Board Members to conduct a "Be the Change" school area clean-up this summer as she did last year at Woodbine Elementary School.*

12.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

12.1 Adoption of Mathematics Instructional Materials ***Conference***
(Dr. Olivine Roberts and Dr. Iris Taylor)

Dr. Olivine Roberts and Dr. Iris Taylor presented an overview of the adoption process, stakeholder engagement conducted, information about the recommended instructional materials and the next steps. Dr. Roberts explained that since the District's current Mathematics instructional materials are not aligned with the Common Core Standards, it is crucial the District provide teachers with new resources for next year's formal implementation. She thanked the Sacramento City Teachers Association (SCTA) for their collaboration and assistance in selecting the committee to review and evaluate instructional materials. Dr. Taylor shared details about stakeholder engagement and spoke about lessons learned and next steps.

<u>Public Comment</u>

- *Nikki Milevski thanked the teachers who served on the Curriculum Committee and thanked the community members and staff who participated in taking the survey. She also thanked the District for supporting that work. She expressed hope that the District will honor the committee's conclusions and that teachers will have curriculum in-hand for next year.*

<u>Board Comment</u>
None.

President Kennedy noted that this Item is a Conference Item and it will back before the Board on June 19, 2014.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *June 7, 2014 8:00 a.m.; Closed Session; Serna Center, 5735 47th Avenue, Washington Room; Special Board Meeting*
- ✓ *June 8, 2014 8:00 a.m.; Closed Session; Serna Center, 5735 47th Avenue, Washington Room; Special Board Meeting*
- ✓ *June 19, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *July 17, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

14.0 ADJOURNMENT

President Kennedy requested a motion be made to adjourn the meeting. Student Board Member Kovalchuk made the motion and it was seconded by Vice President Woo. The motion to adjourn the meeting was voted on and passed unanimously with Second Vice President Pritchett and Member Hansen absent. The meeting was adjourned 10:47 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# 8.1j

Meeting Date: August 7, 2014

Subject: Approve June 7, 2014 Special Board of Education Meeting Minutes

- ☐ 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 Special Board of Education Meeting for June 7, 2014.

Background/Rationale: None

Financial Considerations: None

Documents Attached:

1. June 7, 2014 Board of Education Special Meeting Minutes

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

Sacramento City Unified School District
BOARD OF EDUCATION
SPECIAL MEETING

Board of Education Members
Patrick Kennedy, President (Trustee Area 7)
Darrel Woo, Vice President (Trustee Area 6)
Christina Pritchett, Second Vice President (Trustee Area 3)
Jay Hansen (Trustee Area 1)
Jeff Cuneo (Trustee Area 2)
Gustavo Arroyo (Trustee Area 4)
Diana Rodriguez (Trustee Area 5)
Margarita Kovalchuk, Student Member

Saturday, June 7, 2014
8:00 a.m. – 8:05 a.m. Open Session
8:05 a.m. – 4:30 p.m. Closed Session

Serna Center
Washington Conference Room
5735 47th Avenue
Sacramento, CA 95824

MINUTES
2014-14

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 8:00 a.m. by President Kennedy.

Members Present: President Kennedy, Vice President Woo, Second Vice President Pritchett, Member Hansen, Member Cuneo, Member Rodriguez, and Member Arroyo

Members Absent:
Student Board Member Kovalchuk

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 54957 Public Employment

Title: Superintendent

3.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None.

4.0 ADJOURNMENT

The meeting was adjourned.

_____

José L. Banda, Superintendent and Secretary to the Board

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1k

Meeting Date: August 7, 2014

Subject: Approve June 8, 2014 Special Board of Education Meeting Minutes

- ☐ 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 Special Board of Education Meeting for June 8, 2014.

Background/Rationale: None

Financial Considerations: None

Documents Attached:

1. June 8, 2014 Board of Education Special Meeting Minutes

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

Sacramento City Unified School District
BOARD OF EDUCATION
SPECIAL MEETING

Board of Education Members
Patrick Kennedy, President (Trustee Area 7)
Darrel Woo, Vice President (Trustee Area 6)
Christina Pritchett, Second Vice President (Trustee Area 3)
Jay Hansen (Trustee Area 1)
Jeff Cuneo (Trustee Area 2)
Gustavo Arroyo (Trustee Area 4)
Diana Rodriguez (Trustee Area 5)
Margarita Kovalchuk, Student Member

Sunday, June 8, 2014
8:00 a.m. – 8:05 a.m. Open Session
8:05 a.m. – 12:30 p.m. Closed Session

Serna Center
Washington Conference Room
5735 47th Avenue
Sacramento, CA 95824

MINUTES
2014-15

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 8:00 a.m. by President Kennedy.

Members Present: President Kennedy, Vice President Woo, Second Vice President Pritchett, Member Hansen, Member Cuneo, Member Rodriguez, and Member Arroyo

Members Absent:
Student Board Member Kovalchuk

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 54957 Public Employment

Title: Superintendent

3.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None.

4.0 ADJOURNMENT

The meeting was adjourned.

_____

José L. Banda, Superintendent and Secretary to the Board

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item #10.1

Meeting Date: August 7, 2014

Subject: Election of Second Vice President

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

Department: Board Office

Recommendation: Election of Second Vice President

Background/Rationale: Upon the effective date of the resignation of the Board President, August 8, 2014, the First Vice President shall perform the President's duties. Board Bylaw 9121. The Second Vice President will then succeed to the duties of the First Vice President. This will leave a vacancy for a Board member to be elected to fill the position of Second Vice President.

Financial Considerations: None

Documents Attached: None.

Estimated Time of Presentation: 3 minutes
Submitted by: Koua Franz, Chief of Staff
Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item #10.2

Meeting Date: August 7, 2014

Subject: **Facilities Update, Summer 2014**

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

Department: Facilities Support Services

Recommendation:

N/A

Background/Rationale:

Staff will present a PowerPoint highlighting Summer 2014 projects.

Financial Considerations:

N/A

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 minutes
Submitted by: Jim Dobson, Director and Cathy Allen, Assistant Superintendent, Facilities Support Services
Approved by: José L. Banda, Superintendent

I. OVERVIEW / HISTORY

This summer's activities were centered on various modernization and maintenance projects throughout the district. The work included classroom improvements, improved technology, student safety and security systems, repairing roofs, restrooms, floors, plumbing, playgrounds and parking lots. These projects were primarily funded through the District's Measure Q bond funds. Maintenance department staff was diligently working to address issues that are typically held off until after schools are empty. Additionally, Operations staff conducted mandated training sessions for School Plant Operations Managers and Custodians.

Project Green activities were in full swing over the summer with energy efficient improvements installed at several locations.

II. DRIVING GOVERNANCE

- BP 7000 Facilities
- BP 3514 Business and Noninstructional Operations
- BP 3111 Deferred Maintenance Funds

III. BUDGET

Measures Q and R, REMS Grant, General Fund, Deferred Maintenance, Measure I.

IV. GOALS AND OBJECTIVES

Implement and complete all approved summer projects at the identified school sites in a timely and cost efficient manner.

V. MAJOR INITIATIVES

Fund and complete approved summer projects.

VI. RESULTS

While recognizing its responsibility to taxpayers, the District followed protocol with the following school site work in the summer of 2014:

- Modernization Projects
- Green Projects
- Facilities Maintenance Projects

VII. LESSONS LEARNED / NEXT STEPS

Early coordination with school sites around summer programs and proposed construction projects will allow for the timely and safe completion of projects with minimal disruption to students and staff.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: August 7, 2014

Subject: Parent Engagement Leadership Pathway

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

Department: Accountability Office/Family and Community Engagement

Recommendation: Receive updated information on the parent engagement course offerings and efforts.

Background/Rationale: In response to parents' request to create additional learning opportunities for parents, the office of the Family and Community Engagement has created a Parent Leadership Pathway to support the development and engagement of parents in our district. This work supports the district's strategic plan, pillar two, in our offering of classes, courses, and workshops that enable families to help their children succeed in school.

Financial Considerations: Parent Leadership Pathway is currently supported through a Target grant and District Title 1 funds.

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 minutes
Submitted by: Tu Moua Carroz, Interim Area Assistant Superintendent, Family and Community Engagement
Approved by: Superintendent José L. Banda

Board of Education Executive Summary

Family and Community Engagement

Parent Engagement Leadership Pathway
August 7, 2014

I. OVERVIEW / HISTORY

The department of Family and Community Engagement (FACE) provides support for a variety of parent engagement efforts. The FACE office supports the Matriculation and Orientation Center (verbal and written translation of all items as needed for parent access), supports and collaborates with community partners such as the Parent Teacher Home Visit (PTHV) Project, and provides direct support and training for our parents in the district.

Our district's strategic plan, Pillar II, explicitly calls out the value of engaging our families and community as a means to increase student achievement. For this reason, our department has provided opportunities to support our parents, with the focus of building a strong partnership between the school and home. One of the recommendations in our strategic plan calls for our district to "offer classes, courses and workshops that enable families to help their children succeed in school." And, for the past four years, our department has provided opportunities for this. However, as a result of successful experiences by many of our parents, our parent participants are asking for additional opportunities that grows on their last opportunity. Furthermore, the US Department of Education recently released its publication, "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships," in April, 2014. The Dual Capacity-Building Framework components include:

1. A description of the capacity challenges that must be addressed to support the cultivation of effective home-school partnerships;
2. An articulation of the conditions integral to the success of family-school partnership initiatives and interventions;
3. An identification of the desired intermediate capacity goals that should be the focus of family engagement policies and programs at the federal, state and local level; and
4. A description of the capacity-building outcomes for school and program staff as well as for families.[i]

Thus, the Parent Leadership Pathway is created as an opportunity to meet our parents' needs. Our hope is that our parents will have a clear learning opportunity pathway that will help empower and engage them, to be more assertive and proactive in serving on their local school and district leadership teams.

II. DRIVING GOVERNANCE

The Parent Leadership Pathway supports Pillar II of the SCUSD Strategic Plan, Family and Community Engagement, by providing learning opportunities for parents and families to be part of school improvement, support their child's learning, and be part of the educational process.

III. BUDGET

Currently, district Title 1 funding and a Target grant is used to support the Parent Leadership Pathway.

IV. GOALS, OBJECTIVES, AND MEASURES

The goal of the Parent Leadership Pathway is to create a dual capacity model where both parents and school personnel feel comfortable and communicate easily to building and enhancing the school's programs and parent leadership groups.

Parent and staff input will be collected to assist the department in building a pathway that is mutually beneficial for the student, parent and school.

V. MAJOR INITIATIVES

N/A

VI. RESULTS

Our previous academies (Parents as Partners and Leadership Academy) this past year alone resulted in over 300 parent participants who have completed the course offerings. We have served 22 sites this year and want to increase our efforts with engaging our parents.

VII. LESSONS LEARNED / NEXT STEPS

A Parent Leadership Pathway will be created to meet the needs of our parents and schools.

[i] Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, US Department of Education, http://www2.ed.gov/documents/family-community/partnership-frameworks.pdf

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: August 7, 2014

Subject: **Approve the Declaration of Need for Fully Qualified Educators for the 2014-2015 School Year**

- ☐ 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: Adopt the Declaration of Need for Fully Qualified Educators for the 2014-2015 School Year.

Background/Rationale: The 2014-2015 Declaration of Need allows the district to apply for and the Commission on Teacher Credentialing to issue Emergency Crosscultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), Resources Specialist, Teacher Librarian Services, Clinical Rehabilitative Services, or Limited Term Assignment for teachers.

English learners identified in K12 public schools are required to receive services designated to meet their linguistic and academic needs based on assessments made by the school district. If it has been determined that a student requires English Learner services, the teacher providing this service must hold an appropriate English learner authorization.

The Declaration of Need indicates to the Commission on Teacher Credentialing that the district may request emergency permits for teachers who are in the process of receiving training to acquire their CLAD, BLCAD, or other appropriate certification.

Financial Considerations: None

Documents Attached:
1. Executive Summary
2. 2014-2015 Declaration of Need

Estimated Time of Presentation: 3 minutes	
Submitted by:	Ken A. Forrest, Chief Business Officer Cancy McArn, Assistant Superintendent Human Resources & Employee Compensation
Approved by:	José L. Banda. Superintendent

Board of Education Executive Summary

Business Services

Declaration of Need for Qualified Educators

August 7, 2014

I. OVERVIEW/HISTORY:

Title 5 of the California Code of Regulations requires school districts to submit to the California Commission on Teacher Credentialing (CCTC) an annual Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators will enable the District to request Limited Assignment Permits for Multiple or Single Subject and/or Emergency Permits.

In 2001, the Office of Administrative Law (OAL) permanently approved amendments to the California Code of Regulations, Title 5, Section 80027, Declaration of Need for Fully Qualified Educators. The regulations make a number of changes to the requirements for the Limited Assignment Multiple or Single Subject Teaching Permits.

II. DRIVING GOVERNANCE:

Title 5 California Code of Regulations, Section 80026 pertaining to the General Education Limited Assignment Multiple or Single Subject Teaching Permits. Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Section 80027 - Limited Assignment Multiple or Single Subject Teaching Permits and Section 80027.1 -Special Education Limited Assignment Teaching Permits.

III. BUDGET: N/A

IV. GOALS, OBJECTIVES AND MEASURES:

The school district must submit an annual Declaration of Need for Fully Qualified Educators based on the previous year's actual needs and projections of enrollment. The Declaration of Need for Fully Qualified Educators must be sent to CCTC prior to requesting the issuance of any emergency permit and/or limited assignment permit for the District.

V. MAJOR INITIATIVES:

The Declaration of Need for Fully Qualified Educators must include the following information; 1) Estimated need shall include the title and number of each type of emergency permit and limited assignment permit which the District estimates based on previous year actual needs and projections of enrollment; 2) Efforts to recruit certificated personnel shall include a brief description of efforts that

the District has undertaken to locate and recruit individuals who hold the needed credentials; 3) Efforts to establish alternative training options shall include the identification of the institutions of higher learning who have co-sponsored internship programs, information relative to the District's participation in a pre-internship program, the District's intention to consider developing a "plan to develop fully qualified educators" in cooperation with other districts, a stipulation of insufficient suitable applicants, and adoption of the declaration by the Governing Board.

VI. RESULTS:

The District's estimated need for the 2014-15 school year is as follows:

Emergency Permit:	#
CLAD	20
Bilingual Authorization	3
Resource Specialist	3
Teacher Librarian Services	3

Limited Assignment Permits:	#
Multiple Subject	1
Single Subject	25
Special Education	25
Total All:	80

VII. LESSONS LEARNED/NEXT STEPS:

Approve the Declaration of Need for Fully Qualified Educators – 2014-15 School Year.

State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2014-15
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Sacramento City Unified School District District CDS Code: 67439

Name of County: Sacramento County CDS Code: 34

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 8/7/14 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2015.

Submitted by (Superintendent, Board Secretary, or Designee):

Jose Banda		Superintendent
Name	*Signature*	*Title*
(916) 399-2058	(916) 643-9000	
Fax Number	*Telephone Number*	*Date*

5735 47th Avenue, Sacramento, CA 95824
Mailing Address

jlbanda@scusd.edu
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	20
☒ Bilingual Authorization (applicant already holds teaching credential)	3
List target language(s) for bilingual authorization: Cantonese, Mandarin, Hmong, Spanish	
☒ Resource Specialist	3
☒ Teacher Librarian Services	3
☐ Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	25
Special Education	25
TOTAL	51

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We engage with surrounding IHE partners and utilize their Intern Programs

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 30

If yes, list each college or university with which you participate in an internship program.

National University, CSUS, Alliant University, Project IMPACT, Fortune Schools of Education, Loyola Marymount University and University of the Pacific

If no, explain why you do not participate in an internship program.