

**Board of Education**

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BOARD COMMUNICATIONS**Date: September 18, 2015****SUPERINTENDENT – JOSÉ L. BANDA**

BC NO.	FROM	REGARDING
S-77	José Banda	School Services of California's Sacramento Weekly Update
S-78	José Banda	Highlights of Calendar for the Week of September 21

DEPUTY SUPERINTENDENT – LISA ALLEN, INTERIM

BC NO.	FROM	REGARDING
DS-65	Mary Hardin Young	Bret Harte Principal

CHIEF COMMUNICATIONS OFFICER – GABE ROSS

BC NO.	FROM	REGARDING
CCO-214	Gabe Ross	School Calendar Engagement/Talking Points

CHIEF HUMAN RESOURCES OFFICER – CANCY MCARN

BC NO.	FROM	REGARDING
CHRO-21	Cancy McArn	Special Assistant to the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: S-77

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/18/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: Superintendent@scusd.edu	
Subject: School Services of California's Sacramento Weekly Update						

Attached is the weekly update from School Services of California for your review.



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DATE: September 18, 2015

TO: Jose Banda
Superintendent

AT: Sacramento City Unified School District

FROM: Your SSC Legislative Team

RE: ***SSC's Sacramento Weekly Update***

This week marks the first week of the recess that comes between the first and second year of the legislative session, and absent a return for a special session, legislators won't return to the capitol until January. While the Capitol settles into a period of relative quiet, the cycle of budget and policy development continues in the background. State departments have completed their budget change proposals (BCPs) for the 2016-17 budget year and staff of the Department of Finance (DOF) are reviewing these myriad requests, which will be kept under wraps until release of the 2016 Governor's Budget proposal in January, at which time those that have survived policy and fiscal scrutiny will see the light of day as part of the Administration's Budget for the coming year.

Fall is also a time for reflection on the outcome of the legislative year that concluded on Friday, September 11, 2015, and a time when work continues on those legislative issues that were front and center this past year, but ultimately failed to reach resolution. The legislature functions on deadlines, and in 2015 more than 1,200 bills failed to meet one deadline or another necessary for those bills to continue receiving consideration. However, since this is the first year of a two-year session, many of the bills that failed deadlines will have a chance at resurrection next year once the legislature reconvenes.

Policy areas that remain unresolved and will see continued activity and new life next year include teacher evaluation (Assembly Bill [AB] 575 [O'Donnell, D-Long Beach], Senate Bill [SB] 499 [Liu, D-La Cañada Flintridge]), school district caps on reserves (SB 799 [Hill, D-San Mateo]), and possibly a response to court action on mandatory union fees if the Supreme Court finds them to be unconstitutional (*Friedrichs v. California Teachers Association*). Increasing the minimum wage will also continue to be a public policy issue framed around its economic impact and growing income and wealth disparity, an issue that is more far reaching than the public schools.

As we reported last week, SB 799 on school district reserve caps was the subject of a flurry of last minute activity as the sponsors of the bill, the California School Boards Association (CSBA), and representatives of labor organizations were actively working on amendments to the bill that would allow it to move forward. In an 11th hour maneuver, Assembly Member David

Hadley (R-Manhattan Beach) made a motion during the last hours of the session

calling for SB 799 to be brought to a vote on the Assembly floor. Ultimately, inability to reach agreement with labor on further amendments—a presumed prerequisite to legislative action on the issue by the Democratically-controlled Legislature—and strong opposition from other management groups to the amendments that were on the table meant no action would be taken this year. Senator Hill has indicated that SB 799 will be a two-year bill and has called for stakeholders to continue to work next year toward resolution of the reserve cap issue.

Even though many bills failed deadlines, many others made it to Governor Jerry Brown's desk. Of the 29 different codes that embody the state laws of California, more bills amending the Education Code went to Governor Brown this year than for any other code—596 different measures. Amendments to the Business and Professions Code (568 bills), the Government Code (505 bills), and the Welfare and Institutions Code (340 bills) were not far behind.

Some key bills are awaiting action by Governor Brown, who has until October 11 to approve or veto legislation:

- **AB 963 (Bonilla, D-Concord)** would finally resolve an issue affecting the membership of hundreds of participants in the California State Teachers' Retirement System (CalSTRS) by granting continued membership status to individuals that came into the system under a different interpretation of the membership rules than currently applies.
- **AB 1064 (Hernández, D-West Covina)** would make permanent a requirement that the California Department of Education (CDE) allow local educational agencies to use the indirect cost rate established by the Department for all state and federal grant programs, unless a lower rate is required by law. This provision was set to expire in 2016 unless extended by the Legislature.
- **AB 1391 (Gomez, D-Los Angeles)** specifically requires that instances of alleged non-compliance with statutes governing physical education instruction in elementary and middle grades be first resolved through the Uniform Complaint Procedures process.
- **SB 103 (Budget Committee)** would, among other things, clarify that the \$490 million appropriation for certificated staff professional development and support, often termed the "educator effectiveness program," be allocated to school districts, county offices of education, charter schools, and the state special schools on the basis of full-time-equivalent counts of certificated staff reported by local educational agencies for 2015.
- **SB 172 (Liu)** would suspend the administration of the California High School Exit Examination (CAHSEE) and removes it as a condition of receiving a diploma through the 2017-18 school year. The bill would further require that diplomas be granted to any student that, since its first administration in 2004, failed to pass the CAHSEE but who completed grade 12 and met all other requirements for graduation.
- **SB 334 (Leyva, D-Chino)** would require that school sites flush at the beginning of each day any drinking water sources with plumbing components containing lead, unless the sources have been certified as meeting environmental standards.

- **SB 350 (de León, D-Los Angeles)**, a priority of legislative Democratic leadership and Governor Brown, would establish the *Clean Energy and Pollution Reduction Act of 2015*, establishing ambitious targets for the use of renewable energy and savings through energy efficiency measures.

Declaration of emergency in fire-stricken areas. Earlier this year Governor Brown proclaimed a state of emergency due to wildfires burning throughout the state, and on August 27 issued Executive Order B-33-15 (https://www.gov.ca.gov/docs/8.27.15_B-33-15.pdf) waiving various statutory and regulatory requirements in order to expedite recovery from the effects of the fires. Schools and school districts impacted by the fires may be eligible for assistance from a number of government sources, and the State Superintendent of Public Instruction (SSPI) has posted Management Advisory 90-01 on the CDE website (www.cde.ca.gov) to provide school district administrators with guidance on filing waivers for lost attendance credit due to the emergency conditions. The SSPI also stated, “The California Department of Education is working with districts to find facilities for students displaced from their schools by the wildfires, including portable classrooms. Districts affected by the wildfires whose teachers educate students in portable or other temporary classrooms, even if physically located outside their own district boundaries, can continue to count these students in their average daily attendance (ADA).”

Proposition 30 replacement initiative proposed. On Monday, September 14, an initiative was filed with the Secretary of State calling for an extension of higher income tax rates for the state’s highest earners through 2030. The increased rates enacted through Proposition 30 are set to expire in 2018. Aimed for the 2016 general election ballot, the initiative, if successful, would raise more than \$7 billion annually, enough to replace most if not all of the revenue generated by the Proposition 30 temporary tax increase.

Nancy LaCasse
Robert Miyashiro

Proposal to Extend Proposition 30 Submitted to the Attorney General

By Dave Heckler
School Services of California, Inc.
September 15, 2015

Voters may be given the opportunity to decide whether to extend Proposition 30, as an [initiative](#) was submitted to the Attorney General (AG) on Monday, September 14, 2015, for a ballot title and summary. This is the first step in the process to qualify an initiative for a statewide ballot.

Passed in 2012, Proposition 30 temporarily added a quarter-cent sales tax and increased taxes on high-income earners, with revenues from both provisions earmarked for education through the Education Protection Account (EPA).

Both revenue provisions are set to expire in the next few years, and there have been significant discussions on how and whether to extend the revenue portions of Proposition 30.

The new initiative's language would extend the additional taxes on high-income earners to 2030. Revenues generated by the income tax increases, estimated to be \$7 billion to \$9 billion annually, would be excluded from the Budget Stabilization Account and the Public Schools Stabilization Account.

The quarter-cent sales tax increase that is set to expire in 2016 would not be extended by the new proposal.

Voters are warming up to the possibility of extending the taxes in Proposition 30. A PACE-USC poll last month found that more than half of voters would support extending or making permanent the tax increases on high income (See "[Voters Soften to Proposition 30 Extension](#)" in the September 4, 2015, *Fiscal Report*).

The timeline to qualify the initiative could be tight. After the Legislative Analyst's Office prepares a fiscal analysis of the proposal (which can take up to 50 days), the AG will have 15 days to provide a title and summary. Proponents, including the California Teachers' Association, will then have up to 180 days to collect roughly 586,000 signatures from registered voters to have the initiative placed on the next statewide general election ballot.

Note: The current view is that a tax initiative must stand alone on the 2016 ballot to be successful. State bond initiatives or competing tax measures on the same ballot would make it much more difficult to gain voter approval.

Education Groups Propose Initiative To Extend Prop. 30 Income Taxes Until 2030

By Christopher Cadelago
The Sacramento Bee
September 14, 2015

With California's Proposition 30 income tax hikes expiring in 2018, a coalition of education and other groups on Monday filed an initiative for next year's ballot to temporarily extend those taxes on some of the wealthiest residents.

Whether California would move to keep the tax hikes on the books has been a recurring topic of debate during budget talks at the Capitol. Tom Torlakson, the state superintendent of public instruction, called for an extension of Proposition 30 as early as January 2014.

But Gov. Jerry Brown, who championed Proposition 30 as temporary, has repeatedly stressed that the sales and income tax measure should remain so. The initiative was approved by state voters in 2012.

The new "School Funding and Budget Stability Act" would boost income tax rates on couples earning more than \$500,000 a year for 12 years, with the proceeds deposited into an account to support K-12 schools and colleges. The quarter-cent sales tax increase would not be touched, and expire as planned in 2016.

"Temporarily extending these critical revenues will help keep our state budget balanced, and prevent devastating cuts to programs affecting students, seniors, working families and health care," the Democratic strategist who is leading the effort, Gale Kaufman, said in a prepared statement.

The proposed tax increase would generate an estimated \$7 billion to \$9 billion a year, and run through 2030. The group filing the measure includes the California Teachers Association, other education labor groups, and health care and police unions.

It's unclear whether it will be the only Proposition 30 extension aiming for the 2016 ballot, as another coalition of union and health care groups has indicated an early interest in pursuing a tax hike of its own.

Note: Some families affected by the wildfires are likely to face long-term displacement, which may strain the enrollment and facility capacity of neighboring school districts.

Fire in Northern California Continues To Grow, Killing 1 and Displacing 13,000

By Paige St. John, Hailey Branson-Potts, and Corina Knoll
Los Angeles Times
September 14, 2015

A Ferocious wildfire in Northern California that has killed an elderly woman, displaced 13,000 residents and destroyed hundreds of homes continued to grow Monday, chewing through 1,000 more acres by the time night fell.

The explosive Valley fire, which broke out in Lake County on Saturday, has overwhelmed firefighters who have scrambled to keep up with its unpredictable nature. Consuming 62,000 acres -- about 97 square miles -- it prompted the local sheriff to declare it the worst tragedy the area had ever seen.

The rain that fell Monday afternoon appeared to be a sign of reprieve, but fire officials warned that that was not the case.

"The reality is that a fire burning this hot, the falling rain never even makes it to the ground," said Doug Pittman, a Cal Fire spokesman. "It's vaporized before it gets to the fire."

Pittman added that the landscape has become so desiccated that its response to water, even if sprayed directly on grass and trees, is minimal. A shift in other elements -- such as an increase in humidity or a decrease in wind speed -- would actually be more helpful.

The drop in temperature, however, has at least made conditions more comfortable for the 1,800 firefighters on the scene.

"We'll take any and all precipitation that we can get," Pittman said.

Shortly after the Valley fire began in the area of Cobb Mountain, residents began calling police for assistance with evacuations, Lt. Steve Brooks of the Lake County Sheriff's office said in a statement. Hundreds of homes were evacuated in the first few hours.

Among the calls was a request that someone attend to a woman who was unable to leave her residence. The call was received by dispatch Saturday at 7:12 p.m., Brooks said. Officers and deputies responded to the area less than 20 minutes later and found the residence already engulfed in flames.

Human remains were found after the fire subsided, the statement said.

Authorities did not release the woman's name, but her caretaker identified her to The Times as Barbara McWilliams, 72, a former special education teacher with advanced multiple sclerosis. The caretaker, Jennifer Hittson, 30, said McWilliams lived on Cobb Mountain, where even though her health was failing, she enjoyed feeding birds near her well-kept home. A neighbor confirmed that McWilliams' home had burned to the ground, Hittson said.

According to Mark Ghilarducci of the Governor's Office of Emergency Services, state and local agencies are working together to find out more details about her death as well as determining how many people are unaccounted for.

Four firefighters injured early in the fight were in stable condition, state fire officials said.

"We're really in a battle with nature, and nature is more powerful than we are," said Gov. Jerry Brown, who declared a state of emergency in Lake and Napa counties.

On Monday he was briefed on wildfires that have devoured tens of thousands of acres in Northern California.

Brown called for more funding for firefighting and said the fundamental obligation of government is public safety.

"This is damn serious stuff," he said.

As tankers and helicopters waited on standby, flight commanders were unsure Monday whether they would be able to begin an assault on the Valley fire.

"It is the nightmare we feared," said Jeff Tunnell, a federal fire behavior specialist.

With just 10% containment, even structures already ravaged by the fire are still under threat.

"The way it burned, it left so many pockets, the fire will turn around," incident planning chief Rob Daugherty said at a morning briefing with fire personnel. "If you saved the house, today you'll have to save the backside."

At least 400 homes have been destroyed, many of which were in the communities of Middletown and Hidden Valley Lakes. Fire officials expected that number to increase dramatically after crews were able to assess the damage to structures on rugged terrain where access is limited.

Although a dense, gray sky helped minimize the spread of the fire Sunday, it also kept aerial crews grounded because of its effect on visibility.

"We had a hard time actually finding where parts of the fire were," Daugherty said.

The same cloud cover a day later has crews worried that water and fire retardant drops will be delayed once more.

Smoke and dangerous conditions for air surveillance made it difficult for fire officials to assess how far through the hills the Valley fire had burned Sunday and where it had been most destructive.

The signature feature of the fire was its early explosive growth, fed by brush and trees dried by drought and last week's blistering heat.

The underlying cause is still under investigation, said Todd Derum, incident chief with Cal Fire.

“It was reported as a structure fire, but it was outside of the structure,” Derum said at a community meeting for evacuees held at the Calistoga fairgrounds. He said wind-blown embers quickly began igniting “spot fires” half a mile or more away in the drought-dried brush.

The fire roared through Middletown in the night. At the height of the blaze, fire hydrants went dry, and by Sunday morning the town, perhaps best known for the nearby clothing-optional Harbin Hot Springs retreat, was filled with smoking ruins.

Residents who sneaked past barricades to try to salvage keepsakes estimated that half the town had been destroyed.

Entire blocks were burned so thoroughly that it was difficult to tell how many homes they had once held. The path of destruction in places seemed capricious. Tidy new town homes with picket fences stood untouched next to a charred lot where three walls and a fireplace were all that was left.

Some landmarks like the Jolly Kone were still standing, but others, including a new elementary school that opened weeks ago and the hot springs resort, had burned.

“We tried the best we could, but it went structure to structure to structure,” Derum said.

In addition to the Valley fire, a dozen wildfires were burning actively in California. The largest has scorched more than 138,000 acres in the southern Sierra Nevada since it ignited July 31, according to the U.S. Forest Service.

More than 3,200 firefighters are battling the Rough fire, which is 40% contained and is threatening world-famous sequoia groves in and around Sequoia National Forest, according to the forest agency.

The Rough fire is one of hundreds ignited by a series of lightning strikes in California in late July. In Northern California, about 240 fires sparked by lightning collectively burned well over 200,000 acres, according to the Forest Service.

The other significant fire to break out recently was the Butte fire, which flared up Wednesday and has since raced through more than 71,000 acres of drought-stricken terrain about 45 miles northeast of Stockton, according to Cal Fire. With containment at 35%, that fire has destroyed 135 homes and 79 other structures, and Cal Fire officials said it is threatening an additional 6,400 structures, prompting evacuations.

Emergency Day Waivers for School Closures Due to Emergency Conditions— Fire-Related ADA Losses in 2015-16

By Maureen Evans and Matt Phillips, CPA
School Services of California, Inc.
September 14, 2015

California is in its fourth year of drought, and the lack of rain has exacerbated the fire threat. Many areas in the state have active fires and, as a result, some school districts have recently closed schools to ensure students are not in harm's way. This is a reminder that there is an option to recoup the loss in average daily attendance (ADA) for school agencies that are affected by this situation.

When a school is closed or when there is a material decrease in ADA due to an emergency, such as fire threat and/or damage, school agencies should file a J-13A waiver with the California Department of Education (CDE) (reference Education Code Sections 41422 and 46390 et seq., and California Code of Regulations, Title 5, Section 428). Approval of the waiver allows the school agency to get credit for the lost ADA for the day(s) of the closure, as well as for the missed instructional time.

Go [here](#) for a complete copy of the CDE's Advisory addressing emergency days (Management Advisory 90-01). For a copy of "Form J-13A Request for Allowance of Attendance Because of Emergency Conditions" go [here](#). This is a multipage form, and not all pages are necessarily required—the instructions provide guidance on which pages need to be completed for your situation. You do not need to worry about submitting this form right now—you can wait until the current situation is over and the overall impact can be assessed.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: S-78

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/18/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: Highlights of Calendar for the Week of September 21						

Monday, September 21

- Executive Cabinet Meeting
- Meeting with Jay Schenirer
- 1:1 Meetings with Cabinet Members
- Meeting with Labor Partners (Teamsters)
- Attend PTA's General Meeting

Tuesday, September 22

- Meeting with Rick Miller (CORE)
- Meeting with Labor Partners (UPE)
- 1:1 Meetings with Cabinet Members
- Meeting with Liz Guillen et al

Wednesday, September 23

- Tier II Interviews
- Meeting with David Townsend
- Operations Cabinet Meeting
- 1:1 Meetings with Cabinet Members

Thursday, September 24

- Meeting with Council Member Rick Jennings at Susan B. Anthony Park
- School Visits (to be determined)
- Meeting with Hector Montenegro and Sue Keister (CASEL)
- 1:1 Meetings with Cabinet Members

Friday, September 25

- Meeting with Member Rodriguez
- Attending City Year's Opening Day Event
- Participating at My Brothers' Keeper Event
- Meeting with Member Ryan
- Attending Pathfinder Banquet for Hmong Women's Heritage Association

Saturday, September 26

- Attending Opening of Feria de Educación
- Stop by Leonardo da Vinci to Thank Volunteers Participating in USGBC's Green Apple Day of Service
- Attending the Grand Opening of the Dr. Martin Luther King, Jr. Education Center



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: DS-65

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/18/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Mary Hardin Young, Area Assistant Superintendent					Contact Email: mary-hardinyoung@scusd.edu	
Subject: Bret Harte Principal						

Lorena Carrillo, principal at Bret Harte Elementary, fell at home last weekend badly spraining her left ankle and breaking her right tibia. She will be recovering and off work through the first week of October. Amelia Williams, retired SCUSD principal, is serving as Interim Principal until her return.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: CCO-214

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/18/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Gabe Ross, Chief Communications Officer					Contact Email: Gabe-ross@scusd.edu	
Subject: School Calendar Engagement/Talking Points						

Beginning next week, the district will begin outreach efforts to solicit feedback from parents regarding the possibility of moving the school start date up two weeks to be consistent with other area districts. Engagement efforts will include an online survey to district stakeholders over the next few weeks and community meetings in each trustee area. As we begin to coordinate the logistics of the community meetings, please send any Monday-Thursday evening dates that they are NOT available in the month of October to Gabe Ross by Friday, September 25, so that he can coordinate various schedules. If there is any specific feedback regarding the location of the meeting in your area, please share that as well.

Additionally, and per the Board's request, below are some talking points regarding the potential benefits of moving the date so that trustees (and your constituents) can better understand the goal of the potential shift:

More Competitive in Hiring Top Young Teaching Talent

Access to highly qualified teachers remains a challenge for SCUSD and many districts around the state. SCUSD has proven to be at a further disadvantage relative to other area districts because others are offering positions weeks before SCUSD can. As a result, many talented young teachers from area universities are accepting offers with other districts because they simply can't wait for the SCUSD hiring cycle. Moving the school year up will make the district more competitive for the best young area educators.

High School Final Exams Before Winter Break

Because of the way the school calendar currently falls and the number of contracted work days in the district, SCUSD high school students currently must finish their first semester courses and take final exams after the two-week Winter Break. As a result, many high school teachers assign homework over the break to make sure students haven't lost academic momentum when they return. This can negatively affect students, who must either spend their Winter Break (meant to be a time to rest and regroup) studying for finals or risk falling behind their classmates in preparation for the end of the semester. This can prove to be a particular challenge for the families in our district that travel during that time period. It also impacts students' success on their final exams, a critical component in

passing first semester courses. By moving the school calendar up two weeks, there would be a clean break between the first and second semesters, something secondary teachers have wanted for years.

More Competitive in Recruiting Families and Students to SCUSD

As the district works to promote and market its programs to students outside our district boundaries, starting later than other area districts proves to put SCUSD at a disadvantage. Other area districts (as well as charter schools and private schools) often ask for commitments from parents prior to the beginning of our SCUSD's Open Enrollment process. As a result, parents may not be able to wait and see if they are accepted into the SCUSD program of their choice before committing to attend a charter school, private school or a school in a nearby district. Moving up the SCUSD start date will make us more competitive with other area schools in student recruitment efforts.

More Time to Prepare for State and National Testing

The state of California sets statewide windows for CAASPP testing, meaning schools and districts only have limited flexibility when deciding when to administer the tests to students. Similarly, Advanced Placement (AP) testing windows are set nationally. By moving the start of the school year up, students in SCUSD will have more instruction time before tests are administered to give our students every opportunity to be as successful as possible on those assessments. This would be particularly valuable with AP tests, where SCUSD students are at a disadvantage to students around the country who have more time to prepare.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION

BC NO: CHRO-21

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="checked" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/18/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Cancy McArn, Chief Human Resources Officer					Contact Email: cancy-mcarn@scusd.edu	
Subject: Special Assistant to the Board of Education						

Per the request made at last night's Board meeting, please find the revised job description for this position, thank you.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Special Assistant to the Board of Education	CLASSIFICATION:	Classified Confidential
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 Months
DEPARTMENT:	Board of Education	SALARY:	Range (60) Salary Schedule (F)
REPORTS TO:	Board of Education	BOARD APPROVAL:	TBA

BASIC FUNCTION:

In support of the Board of Education, individuals will perform independent, specialized duties; focus on strategic and tactical efforts; use independent judgment and analysis; work with District leadership; provide customer service to stakeholders by assisting in the response to information inquiries; and attend Board of Education meetings.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Plan, organize, and coordinate activities as directed by the Board of Education. **E**

Coordinate activities and projects through teaming, planning, and implementing. **E**

Provide Board Members with routine administrative and technical details; coordinate communication and information; compose correspondence independently; and research, compile, summarize, and type various reports and statistical data. **E**

Co-manage the Board of Education Office and work collaboratively with the Board of Education Specialist. **E**

Assist with the development and preparation of the Board of Education budget; compile data for managing office; and monitor and maintain the budget as directed. **E**

Collaborate with administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism. **E**

Prepare and present reports and other necessary correspondence; attend meetings as directed by the Board of Education.

Provide a positive climate of interaction and communication between school staffs, families, and the community, in support of the Board of Education. **E**

Contribute to the planning and implementation of conferences and other events. **E**

Transmit confidential and controversial information as appropriate; screen a variety of visitors and telephone calls; answer questions; assist in resolving complaints from the public; and refer matters to proper personnel as required. **E**

Provide information on established District policies and procedures; serve as a liaison between the members of the Board of Education and members of the community, parents, and staff. **E**

Provide excellent customer service by establishing positive relationships with District personnel, representatives from external organizations and others; respond to phone calls, emails, letters, and other communication within a 24-hour period; and lift light objects. **E**

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and support the goals and objectives of the District. **E**

Possess an understanding of District climate, challenges and opportunities for developing strategic partnerships in Sacramento area schools. **E**

Keep Board members informed of opportunities in specific areas, as identified by Board members, and attend such events. **E**

Collect, monitor, organize and disseminate school event flyers, community event flyers, meetings, celebrations, etc. to each member's email and provide a shared Board e-Calendar. **E**

Perform related duties consistent with the scope and intent of the position.

TRAINING, EDUCATION, AND EXPERIENCE:

A Bachelor's degree and two years of increasingly responsible experience, including one year in an educational environment preferred. Experience working with an education attorney, legislative office, non-profit, government agency, or community organization preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license and provide personal automobile and proof of insurance; use of transcription equipment. Overall scores in computer software testing program preferred as follows:

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Public schools and their structure.

Urban school districts and diverse student populations.

Public speaking skills.

District organization, operations, and objectives.

Interpersonal skills using tact, patience, and courtesy.

Effective oral and written communication skills, and the ability to do basic policy analysis.

Research methods and report writing techniques.

Applicable state and federal laws, codes, regulations, policies, and procedures.

ABILITY TO:

Communicate effectively, both orally and in writing.
Prepare comprehensive narrative and statistical reports.
Read, interpret, apply, and explain rules, regulations, policies, and procedures.
Work independently with little direction.
Plan and organize work to meet schedules and timelines.
Analyze situations accurately, and adopt an effective course of action.
Establish and maintain effective working relationships with staff, parents, and the public.
Operate a computer and related software.
Meet State and District standards of professional conduct as outlined in Board Policy.
Prepare and deliver oral presentations.
Manage and prioritize multiple stakeholder groups and perspectives

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work; and constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects; transport materials to Board meetings.

SAMPLE HAZARDS:

Contact with dissatisfied individuals.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

APPROVALS:

Cancy McArn, Chief Human Resources Officer

Date

José L. Banda, Superintendent

Date