# BOARD COMMUNICATIONS

**Date:** September 4, 2015

## SUPERINTENDENT – JOSÉ L. BANDA

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<td>S-73</td>
<td>José Banda</td>
<td>School Services of California’s Sacramento Weekly Update</td>
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## DEPUTY SUPERINTENDENT – LISA ALLEN, INTERIM

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<tr>
<td>DS-59</td>
<td>Stacey Bell</td>
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## CHIEF STRATEGY OFFICER – AL ROGERS

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<tr>
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<tr>
<td>CSO-4</td>
<td>Al Rogers</td>
<td>Independent Charter Waitlist and St. HOPE Schools Enrollment by Zip Code</td>
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<td>CSO-5</td>
<td>Cathy Morrison</td>
<td>Finalized Applications for LCAP Advisory Committees</td>
</tr>
</tbody>
</table>
Attached is the weekly update from School Services of California for your review.
DATE: September 4, 2015  
TO: Jose Banda  
    Superintendent  
AT: Sacramento City Unified School District  
FROM: Your SSC Legislative Team  
RE: SSC’s Sacramento Weekly Update

With one week left in the 2015 legislative session, the clock is ticking on legislative efforts to reach an agreement to modify the cap on school districts’ budget reserve to 17% of its general fund in years when the reserve cap is imposed. Senate Bill (SB) 799 (Hill, D-San Mateo), sponsored by the California School Boards Association, remains parked in the Assembly Rules Committee where it will likely stay unless a late-breaking agreement is reached between school groups, the Legislature, and Governor Jerry Brown. As this is the first year of the two-year legislative session, it could still be a viable legislative vehicle in 2016.

Late last week, four of the state’s largest certificated and classified employee unions sent a letter (here) to Assembly Members outlining their opposition to SB 799 and accusing school districts of increasing reserve levels during the recession instead of spending them down, which resulted in larger class sizes and a shorter school year. They also site the voters’ overwhelming support of Proposition 2, although the voters’ assumed reading of the opposition statements tying the reserve cap to the proposition is a large leap of faith.

Meanwhile, the statewide management and parent organizations continue their lobbying efforts both in the Capitol and at the local level. The bill has bipartisan support with 15 Republican and Democratic legislators as co-authors, but Governor Brown has not publically weighed in on whether he would sign the bill if it reaches his desk.

In other news this week, the latest Policy Analysis for California Education (PACE)/University of Southern California (USC) Rossier poll shows voters may be inclined to extend Proposition 30, or at least a portion of it. The August 27, 2015, poll found that 29% of registered voters surveyed would support continuing both the income tax increases on high-income earners, as well as the one-quarter percent sales tax increase. Another 26% of voters supported extending the income tax increases, but letting the sales tax component of Proposition 30 expire. Only 8% of voters preferred keeping the sales tax increase over the income tax increase, while 28% of voters preferred letting both tax increases expire.
However, voters were split when it came to amending Proposition 13 to require business properties, but not residential properties, to be reassessed annually at current market prices for purposes of taxation (often called a “split roll”). Half of the voters surveyed supported the idea of a split roll property tax, with 39% of voters opposed.

Nancy LaCasse
Robert Miyashiro
Note: SSC’s editorial focuses on ensuring an adequate reserve.

**New Funding Formula Will Likely Cause Increasing Reserves in the Short Run**

By Ron Bennett, John Gray, and Sheila G. Vickers

*School Services of California, Inc.*

August 31, 2015

Since the passage of Senate Bill (SB) 858, a budget trailer bill, in June 2014, much attention has been paid to the level of financial reserves maintained by individual school districts. While there seems to be some misguided notion in some sectors of our industry that lower reserves are somehow better, we disagree vehemently with that notion. We also think there is ample evidence that the volatility we see in reserve levels is rarely caused by the local educational agencies (LEAs) themselves, but more often is caused by the actions of the state.

For example, under the Local Control Funding Formula (LCFF)/Local Control and Accountability Plan (LCAP) model, final decisions regarding the level of funding are not made by the state until enactment of the State Budget at the end of June. Local agency plans for the following year are embedded in the LCAP, adopted even earlier in June. Both of these documents affect programs that ideally would start at the beginning of the school year only weeks away.

But wait, there’s more! In addition to late changes in funding, many new initiatives must not only begin from a standing start, but many also require collective bargaining before they can begin. If, for example, a district wants to add time to the instructional day and pay for it, negotiations are required. Those negotiations can lead to lengthy delays in the implementation of first year programs. In some cases, the program may not begin at all until the second year even though it was funded in the first year. As a result, we expect reserves to go up by the amount of the unspent money, which can be substantial. For 2015-16, we expect this to be especially true given the 50% increase in new funding for the LCFF ($4 billion to $6 billion) provided during the final stages of the State Budget process.

Over the past few years, good and bad, we have had the opportunity to review many school agency budgets. We have rarely found significant errors or miscalculations of expenditures. Expenditures are the area of the budget over which the district has the most control. Nearly all of the volatility in ending balances has been caused by state-driven changes on the revenue side of the budget. When revenues change after budget adoption, it is likely that expenditure changes will not keep up and that the effect will be seen in the ending balance.

LEAs are currently in the final stretch of closing the books on the 2014-15 school year. It was the first year of implementation for each LEA’s LCAP—these initial LCAPs had to be developed on a very short time line. Adding to that, the time it takes to gear up and implement additional programs and services, we fully expect that a significant amount of revenues dedicated to actions and services in the LCAP will not be spent as the books are closed, even with the greatest of intentions to spend the money.

We urge LEAs to avoid the temptation of spending down reserves in response to this situation. Rather, we recommend that LEAs first revise their multiyear projections to reflect the final reserve levels once the
books are closed for 2014-15, and also reflect any other changes in the assumptions. Then, if an LEA determines that the multiyear financial projection indicates some room to spend down reserves, it should be done according to a plan—preferably the LCAP, as that ties to the original intended use of the funds.

LEA reserves are the key to fiscal solvency and they are the focal point for not only those on the finance side of the organization but also for the other top administrators, boards of education, bargaining units, county offices of education, and other stakeholders. Many times we have written in our Fiscal Report publication about how important it is to maintain a prudent level of reserves in order to stabilize and protect the educational programs provided to children. We welcome the large restoration of revenues the State Budget provides for 2014-15 and 2015-16, but in combination with difficulties and delays in starting new programs, we believe that many districts are likely to have substantially higher ending balances in both years.

So, for those who expect ending balances to go down simply by fiat in a law that has not yet taken effect, we believe there will likely be some disappointment. But wise expenditure of new dollars and thoughtful bargaining are best served by getting the expenditures right—even if not right now.

Note: Negotiations are continuing as the end of the legislative session looms.

**School Groups Pursue Compromise on Budget Reserves**

By John Fensterwald  
*EdSource*  
September 1, 2015

A year-long battle between a coalition of school organizations and the California Teachers Association over district reserves has taken a new turn.

The dispute is over how much districts should be allowed to keep in reserve as a result of new limits that were set last year. The reserve cap became law after the CTA persuaded legislative leaders and Gov. Jerry Brown to insert the change into cleanup language as part of last year’s state budget negotiations.

The CTA had complained that districts were hoarding a bonanza of post-recession funding that it argued should be spent on student programs and services. Groups including the California School Boards Association, Association of California School Administrators, the California Association of School Business Officers, the California State PTA and the League of Women Voters countered that the new reserve cap was fiscally irresponsible, even though it likely is years away from taking effect. They claim it is a ploy to force more money saved for emergencies onto the bargaining table for potential pay raises and benefits.

But having failed to persuade the Legislature to repeal the cap, the groups, led by the school boards association, have proposed a late-session compromise to loosen the restrictions and fully exempt the state’s smallest districts.

Senate Bill 799, which the school boards association wrote, would raise the limit on a district’s unrestricted budget reserve to 17 percent of its general fund, in those years when a reserves cap is imposed. That’s
nearly triple the 6 percent reserve under current law for most large and moderately sized districts. The new limit would not apply to money that districts have set aside for specific purposes. The exemption would remove the cap entirely for districts with fewer than 2,501 students and the 10 percent of property-wealthy districts, known as “basic aid” districts, that are funded primarily through local property taxes, not state revenues. Together, small and basic aid districts comprise nearly two-thirds of all districts, according to the school boards association.

“We believe this bill is a good compromise and a solution that both houses of the Legislature and the governor can support,” said Dennis Meyers, assistant executive director, governmental relations, for the school boards association.

In a video statement, Molly McGee Hewitt, executive director of the business officers association, said, “We believe repeal is not a political reality even though (the cap) is not sound public policy. This is a chance to modify and change the reserve cap and to give back for our school districts some stability that we have lost.”

The school boards association made repealing the cap its top legislative priority for the year. But in May, Democrats who formed the majority in the Assembly Education Committee defeated repeal legislation sponsored by Assemblywoman Catharine Baker, R-Danville. Republican Sen. Jean Fuller, R-Bakersfield, withdrew her version of the bill from the Senate Education Committee.

Prospects for SB 799, with less than two weeks before the Legislature adjourns for the year, remain uncertain. Two Senate Democrats, Jerry Hill, D-San Mateo, and freshman Steve Glazer, D-Orinda, are the prime authors, with 15 Republican and Democratic legislators as co-authors. But the bill is stuck for now in the Assembly Rules Committee, which could send it either to the Assembly Education Committee for review or directly to the Assembly floor for a vote.

A spokesperson for the CTA said, without elaborating, that the union opposes the bill.

Districts currently have no limit on the size of their reserves, which are funds left over at the end of a year. They can use the reserve as a stockpile for emergencies and downturns in state revenue or as a set-aside for future purchases, such as technology or building repairs.

Under current law, the cap on district reserves would go into effect only in a year after the state puts any money into a special rainy day fund for K-12 schools and community colleges. Those years, tied to tight revenue requirements under Proposition 98 and other conditions, would be rare – and probably not in the next three years at the earliest, the Legislative Analyst’s Office predicted in May. Districts could apply to county offices of education for an exemption.
Districts substantially increased their reserves as a protection from budget cuts after the recession. The size of the reserves varied widely, with the smallest districts building the largest reserves. The median reserve for large districts – those with more than 30,000 students – was under 20 percent in 2013-14. The proposed limit for SB 799 would be 17 percent for money not designated for specific purposes.

Depending on a district’s size, the cap would range from 3 percent of a district’s general budget for the state’s largest district, Los Angeles Unified, to 10 percent for the smallest districts, with 6 percent the average for moderately sized districts.

Even if the cap won’t be triggered for several years, the school boards association and other groups want it changed now. They view it as an intrusion on the principle of local control that Gov. Brown espoused and the Legislature adopted with the Local Control Funding Formula. And they said the low cap could jeopardize their financial stability in an economic downturn, make it harder to manage their cash and cause bond rating agencies like Moody’s and Standard and Poor’s to lower districts’ credit ratings, raising the cost of borrowing money.

An LAO analysis earlier this year of 2013-14 found that, had the cap been in effect then, less than 10 percent of the state’s districts would have met the reserve requirements. Districts had $7.3 billion in unrestricted reserves, while the law would have set a limit of $2.8 billion.

**Democrats: Potential harm is overstated**

Democrats supporting the current law, led by Assemblyman Patrick O’Donnell, a former teacher who chairs the Assembly Education Committee, said that the school boards association and others are
exaggerating the risks. The law already permits school boards to vote to shift money for specific future uses into what’s called a “committed reserve” that doesn’t count toward the cap. And that’s what districts would do to bring the unrestricted reserves down if the cap went into effect, they predict.

But Meyers called this option an unnecessary work-around, adding complexity to a bad law. SB 799 instead would require school boards to present annually an explanation of what’s in the reserves and justify the uses – a better form of transparency, he said.

Hill and the school boards association chose 17 percent as the limit because that’s the amount that the Government Finance Officers Association, a national organization, recommends that local districts keep in reserve, with more money in times of volatile revenue. That amount equals between two and three months of a district’s operating expenses, said LAO analyst Kenneth Kapphahn, who wrote the LAO analysis. The LAO found that the median reserve for large districts with the strongest bond ratings was 17 percent.

Sen. Bob Huff, R-Diamond Bar, who stepped down this week as Senate minority leader, said that Republicans favor repeal of the cap, which he called a “dumb” policy, but would support SB 799 as written. However, noting that the finance officers recommended 17 percent as a minimum reserve, not as a limit, he said he was concerned that the number would be whittled down in negotiations over the bill.

Gov. Brown has not indicated whether he would support revising the reserves cap that he agreed to insert in the budget language a year ago.
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 7

Monday, September 7
- Labor Day Holiday

Tuesday, September 8
- School Visits
- Board’s Executive Committee Meeting
- Executive Cabinet Meeting
- 1:1 Meetings with Cabinet Members

Wednesday, September 9
- School Visits
- Operations Cabinet Meeting
- 1:1 Meetings with Cabinet Members

Thursday, September 10
- School Visits
- 1:1 Meetings with Cabinet Members
- Meeting with Josh Pulliam

Friday, September 11
- Personal Necessity Day
Since joining President Obama’s My Brother’s Keeper initiative in Fall 2014, the Office of the Mayor, in partnership with Sierra Health Foundation and Sacramento City Unified School District, has hosted initial listening meetings with local stakeholders to establish baseline data and identify potential programs and partnerships so we can establish a community action plan for boys and men of color in Sacramento.

In May the Sacramento “My Brother’s Keeper (MBK) Local Action Report” was released outlining recommendations for Sacramento’s youth. The action report and summary are attached.

The next My Brother’s Keeper Summit is scheduled for Friday, September 25, from 9 am – 2 pm at the Sacramento State Alumni Center; 6000 J Street, Sacramento, CA 95819. This convening is designed to be a community conversation between elected officials, business leaders, philanthropic leaders, law enforcement, educational stakeholders, family and community members and most importantly boys and young men of color themselves.

SCUSD will be transporting 150 high school-aged young men to participate in the convening. Please join us. Formal invite and registration form are attached.

Please see link for more information about the President’s My Brother’s Keeper initiative: [https://www.whitehouse.gov/my-brothers-keeper](https://www.whitehouse.gov/my-brothers-keeper)

For more information contact Stacey Bell.
In February 2014, I had the honor of being at the White House with some of our nation’s most prominent leaders as President Barack Obama issued a clarion call to the country: focus on the challenges facing boys and young men of color in our nation today so that they may meet their fullest potential in the future. It was a bold and necessary call to action and one that the Sacramento community has readily accepted.

When I first ran for Mayor in 2008 my campaign slogan was “A City that Works for Everyone.” That notion was important then and remains so today because I strongly believe that we will never be a world-class city until we have services and supports to meet the needs of all residents, particularly those who are most in need.

Young boys and men of color in our community are an underserved population, but the possibilities for their progress and growth are tremendous. I look forward to working with individuals, businesses, organizations and sectors throughout our great city to address the pressing needs of boys and young men of color so that they can contribute fully to the rich fabric of Sacramento.

Kevin Johnson
Mayor, City of Sacramento
If investing in youth is the most important decision a country can make, it is clear that America is falling short. Today, 22% of our nation's children live in poverty. Generally only 40% of them are achieving at grade level academically. More than 7 million youth are not covered by health insurance and nearly 1 in 4 go hungry each day. The challenges are even starker for communities of color and the worst statistics and outcomes are for those of boys of color.

In February 2014, President Obama launched the “My Brother’s Keeper” (MBK) initiative to address the persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their fullest potential. The initiative seeks to organize and capitalize on the commitment of community leaders in order to reach that goal. To that end, in September of 2014 the President challenged local leaders to create and implement “coherent cradle to college and career” plans in their communities.

The White House identified six milestones that should be addressed in those plans, as making strides in these areas will result in markedly different life outcomes for our young people:

**MILESTONE 1**  Ensure all children enter school cognitively, physically, socially and emotionally ready

**MILESTONE 2**  Ensure all children read at grade level by the 3rd grade

**MILESTONE 3**  Ensure all youth graduate from high school

**MILESTONE 4**  Ensure all youth complete post-secondary education or training

**MILESTONE 5**  Ensure all youth out of school are employed

**MILESTONE 6**  Ensure all youth remain safe from violent crime and have a second chance
Sacramento has a population of 466,488 residents with 35% White, 15% African American, 19% Latino, 18% Asian, 1% Native American and 12% multi-racial/other.\(^6\)

Residents under the age of 25 are becoming increasingly diverse. Three of every five children are from a racial/ethnic minority population. There are more than 50 different languages spoken in the homes of Sacramento County students. The population 0-17 will grow to nearly half a million by 2060. Children are much more likely to be living in poverty than the population as a whole.\(^7\)

Our city is the capital of California, the world’s 8th largest economy. In recent years it has been named “The Most Diverse City in America” and “The Nation’s Most Integrated City”. As such, we should have high expectations for the services and supports provided to the youth in our community. Unfortunately, the differentials in academic and social outcomes remain dismal.

These inequities must be rectified immediately. If our region and the next generation are to reach its fullest potential we must change the life chances and life outcomes of our most at-risk youth through deliberate and well-resourced strategies and interventions.

**ANSWERING THE CALL**

When President Obama issued his MBK challenge to communities across the country, Sacramento immediately answered the call. To date, the taskforce has convened 50 individuals, businesses and organizations in the region to work on the effort in three separate meetings. The following pages articulate the action plan for work in the six MBK identified milestone areas. Within each milestone the working group has identified:

- **COMMUNITY LEADER**
- **STRATEGIC OBJECTIVE**
- **PERFORMANCE MEASURES**
- **STRATEGIES**
- **SUPPORTING INITIATIVES/PROGRAMS**
- **RESOURCES**

To ensure that there is adequate capacity and direction for attaining the desired outcomes.
Consider the following:

In Sacramento County
OVER 53% OF BLACK AND LATINO STUDENTS are NOT proficient in English Language Arts.

There is a more than 23% achievement gap between African American and Latino students and their white peers.

African Americans account for 12% of the population aged 10-17 but account for 40% of the juvenile arrests for the same age group.

Black juveniles are arrested at 4X the rate of any other race/ethnicity.

Only 18% African American students graduate from high school A-G eligible.

Only 20% Latino students.

Latino students
African American students

5 10 15 20 25 30

21.3% BLACK
30.8% NATIVE AMERICANS
17.1% LATINOS
10.8% WHITES

Are they ready for college?
The White House has underscored the fact that “My Brother’s Keeper” is not a new federal program, but rather a call to action and a “targeted effort to convene leadership, identify effective strategies, and to work together to accomplish a shared goal of improving life outcomes for young people.” This approach is aligned with recent efforts in the Sacramento area to begin operating more as a region, leveraging the resources and talent across the entire county.

And the county has good momentum. Sacramento was recently recognized as a “Promise Zone” with the US Department of Housing and Urban Development (HUD). This designation comes with resources to support local leaders to create jobs, increase economic activity, improve educational opportunities, and reduce violent crime.

Sacramento’s “Office of the Mayor”, Sierra Health Foundation, and Sacramento City Unified School District (SCUSD) are taking the lead role in driving the regional MBK effort. The Foundation has been at the forefront of community work affecting boys and men of color. Specifically, they have stressed the life course theory (LCT) that points to broad social, economic and environmental factors as underlying causes of persistent inequalities in health for a wide range of diseases and conditions across population groups. Their work has focused on addressing these issues systemically and across time instead of situationally or in isolation.

To build on this the Mayor, Sierra Health Foundation, and SCUSD have convened a steering committee comprised of individuals representing universities, nonprofits, government entities, businesses and civic organizations to develop the Sacramento My Brother’s Keeper program. Together, the group will work toward implementing the strategies (and ultimately achieving the outcomes) articulated in the plan.

It is anticipated that this will be an evolving process and that the plan will be a “living document” as the group consistently works to assess its progress and challenges and modify the work accordingly. The taskforce will be endeavoring to bring more partners to the table and to position these organizations and groups to help lead this effort. This work is just beginning now and this plan should be seen simply as a starting point.

It is widely acknowledged that these efforts will be in vain unless they are accompanied by dramatic and impactful results for our young men of color. This initiative is undertaken with a seriousness and solemnity that recognizes what’s truly at stake.
OVERVIEW: Current research on brain development from the Center on the Developing Child at Harvard University indicates that early exposure to positive environments and experiences are essential to healthy development. Information learned prior to kindergarten sets the foundation to develop skills necessary to succeed in school, become capable lifelong learners, and thrive as adults. Additionally, the RAND Corporation has predicted gains from one year of high-quality preschool for four-year olds across three major categories, including improvement in educational processes and attainment, reduction in child maltreatment, and reduction in juvenile crime.

THE CHALLENGE: The challenges facing the birth-5 population of children in Sacramento are significant. As an example, infant mortality serves as an indicator of a population’s overall health, education, and socioeconomic status. In Sacramento County, infant mortality rates are much higher—two to three times higher—in the African American community than in any other race/ethnicity. Additionally, while about 46% of Sacramento County 3 and 4 year olds are enrolled in either public or private preschool programs, more than half (54%) are not. In fact, enrollment in preschool has decreased from 48% in 2007 to 46% in 2011. The work of the Sacramento MBK Taskforce simply must address these early stage issues.

COMMUNITY LEADER: The organization clearly leading the community efforts in this space is “First 5 Sacramento” and the taskforce will work to position that organization to play a significant role with this taskforce and its plan. In 1998 California voters passed Proposition 10, The Children and Families Act, to add a 50-cent tax on tobacco products. This funding provides innovative child development and safety net program services throughout Sacramento County. This work happens through the local First 5 Commission whose mission is to support the healthy development of children zero to age five, the empowerment of families and the strengthening of communities.
STRATEGIC OBJECTIVE:
All children enter kindergarten ready to learn.

PERFORMANCE MEASURES: There are three primary performance measures that will allow the community to track progress toward this important objective:

- Increase participation in quality early care and early childhood education
- Increase caregiver use of developmentally appropriate practices
- Increase schools’ readiness for children

STRATEGIES: The four main strategies that the taskforce and partners will focus on to ensure that these performance measures are met are:

- Supporting nine elementary school districts’ participation in First 5 Sacramento’s Cycle 2 Countywide School Readiness Program
- Expanding the use of developmentally appropriate practices and/or evidence-based programs throughout the County of Sacramento
- Providing leadership and promote school readiness
- Serving as the central repository and distributor of school readiness information within Sacramento County

SUPPORTING INITIATIVES AND PROGRAMS: The work of First 5 Sacramento is supported and complemented by other important programs in the region including:

- **The Sacramento Employment and Training Agency (SETA)** administers the Sacramento County Head Start Program, which provides educational and special educational services, health, dental, mental health, social and nutritional services. Teamed with the One Stop Career Centers, Head Start promotes employment and training programs to help parents become self-sufficient.

- **The Preschool Bridging Model** is an effort of the Sacramento County Office of Education that provides direct services to over 400 family childcare providers and childcare centers located in all 12 school districts in Sacramento County. Since the inception of PBM, over 6,000 children have been served.

- **The Birth and Beyond Home Visitation Program** is for pregnant women and families with new babies (0 to 3 months old) who live in Sacramento County. Home visitation services put parents in touch with supportive services for the family such as parenting classes to help nurture children’s development.

RESOURCES: Sacramento’s Prop 10 annual allocation is $14.5 million. From the organization’s inception in fiscal year 1999 through 2011, First 5 Sacramento has invested more than $128 million into Sacramento County through community partners.
ALL CHILDREN READ AT GRADE LEVEL BY 3RD GRADE

OVERVIEW: According to the National Assessment of Educational Progress (NAEP) only 35% of the nation’s fourth graders are reading at grade level proficiency. Research shows that 75% of students not reading on grade level by 3rd grade will never catch up, creating a dire situation for these children’s long-term life chances.

THE CHALLENGE: The data for children of color in Sacramento on this literacy metric are stark. Specifically, more than half of Black and Latino students (57.5% and 53.5% respectively) in Sacramento County are not proficient in English Language Arts. And while scores for these students have been steadily improving overall, the achievement gap remains persistent.

COMMUNITY LEADER: Sacramento Reads: the Campaign for Grade-Level Reading, an initiative of the Greater Sacramento United Way, is a leader in the county on Milestone 2. Sacramento Reads was started by Mayor Kevin Johnson in 2011 with the goal of Sacramento becoming the first city that has 100% of third graders reading at grade level. The initiative is now administered by the United Way and is unique in the way that it brings together stakeholders, community partners, agencies, and schools to work towards one common aspiration: to uphold the future of our youth.

STRATEGIC OBJECTIVE:
To increase the percentage of 3rd graders reading on grade level

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<tr>
<th>Academic Achievement Gap: English Language Arts</th>
<th>Sacramento County Public Schools 2006 to 2012</th>
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<tbody>
<tr>
<td>Gap</td>
<td>33.0% 33.5% 36.4% 40.3% 40.0% 40.7% 42.8%</td>
</tr>
<tr>
<td></td>
<td>26.3% 26.4% 25.8% 25.8% 26.5% 26.7% 26.4%</td>
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<tr>
<th>Academic Achievement Gap: Mathematics</th>
<th>Sacramento County Public Schools 2006 to 2012</th>
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<tr>
<td>Gap</td>
<td>33.4% 33.9% 36.5% 39.3% 39.2% 40.2% 40.8%</td>
</tr>
<tr>
<td></td>
<td>27.7% 28.8% 26.7% 28.3% 27.6% 26.7% 26.8%</td>
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*Data for 2011 and 2012 represented a weighted average for each student group across the 14 school districts within Sacramento County.
PERFORMANCE MEASURES: There are several metrics that will, if effectively addressed, will ensure that our objective is met:

- Increasing student attendance
- Decreasing the achievement gap in reading
- Increasing reading proficiency amongst all students

STRATEGIES: Sacramento Reads has identified the following strategies that will positively impact the reading levels of students in the region. They include:

- Optimizing student learning by reducing chronic absence rates
- Identifying students who are in need and pairing them with extra help
- Ensuring students have access to developmental and health-related services
- Providing families with opportunities to ensure their children are receiving early development care in order to ready them for academic success
- Providing access to summer learning activities and programs focused on literacy

SUPPORTING INITIATIVES AND PROGRAMS: The work of Sacramento Reads is supported and enhanced by other reading programs in the county including:

- **Reading Partners Sacramento**, started in 2009 and is a program that works with schools to focus on students who are at least six months behind in reading, harnessing the power of community volunteers to provide individualized instruction to help them master the reading fundamentals they need to reach grade level.

- **The Sacramento Public Library** offers a “Homework Zone” program at 16 different locations throughout the area. Individual homework coaches assist students in grades 1-8 and provide them with literacy assistance.

RESOURCES: The United Way is committed to finding approximately $200,000 in funding for assessments, data collection, analysis and books for a summer reading program.
OVERVIEW: High school graduates make, on average, $300,000 more over their lifetime than dropouts, making a significant impact on an individual's ability to support a family and build wealth.

THE CHALLENGE: While graduation rates vary across schools and districts in the region, nearly one-quarter of Sacramento County students did not graduate in 2011-12. African American, American Indian and Latino students continue to have consistently higher drop-out rates than their peers.

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<th>Race/Ethnicity</th>
<th>Dropout Rate</th>
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<tbody>
<tr>
<td>African American</td>
<td>21.3%</td>
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<tr>
<td>American Indian/Alaskan Native</td>
<td>30.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>6.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.7%</td>
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<tr>
<td>Pacific Islander</td>
<td>16.1%</td>
</tr>
<tr>
<td>White</td>
<td>10.8%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12.8%</td>
</tr>
<tr>
<td>Hispanic or Latino any Race</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

COMMUNITY LEADER: The Sacramento City Unified School District and the Sacramento County Office of Education have been leading the community efforts in Milestone 3 through a number of programs and initiatives that have been developed and implemented over the last decade. Both entities work closely with a number of community groups and nonprofit organization to create a network of supports to increase high school completion, with a clear focus on high-risk populations.

STRATEGIC OBJECTIVE: Increase the high school graduation rate amongst boys of color
PERFORMANCE MEASURES: The following metrics will be tracked in order to help the taskforce meet the objective:

- Increase the number of high school students on-track for graduation
- Increase attendance for high school students
- Decrease suspensions and expulsions amongst high school students

STRATEGIES: Research from Johns Hopkins University shows that students who are at risk of dropping out can be identified as early as elementary school using three early warning indicators: poor attendance, disruptive behavior and course failure in math and English. Therefore, the taskforce has identified the following three strategies as those that will most effectively reduce dropout rates and increase engagement amongst students:

- Attendance monitoring and engagement
- Social and Emotional support for at-risk students
- Academic support and intervention in math and English for students operating below grade level

SUPPORTING INITIATIVES AND PROGRAMS: There are many programs that support the work of SCUSD and SCE in Sacramento including:

- **AVID** is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID trains educators to use proven practices in order to prepare students for success in high school, especially students traditionally underrepresented in higher education. AVID works in partnership with SCE in several local school districts and has had tremendous success in curbing dropouts in the schools in which it works.

- **City Year Sacramento** is an organization that partners with districts to place AmeriCorps members in schools with high-need populations. Using near-peer mentors in Sacramento’s most under-served schools to address specific areas that lead to students dropping out, City Year helps close the gap, between what students need to succeed and what schools are designed to provide.

RESOURCES: City Year has secured funding of their annual budget of $2.8 million through grants from foundations such as AT&T, Wells Fargo and Bank of America.
OVERVIEW: Whereas in the past our country has had an abundance of manufacturing and other jobs that did not require a post-secondary education that paid enough to support a middle class life, that circumstance has changed. It is expected that in the next 10 years, the vast majority of jobs will require some post-secondary education or training, making it nearly impossible for high school graduates to earn a living without further education.16

THE CHALLENGE: Fewer than 4 in 10 California high school students are completing the requirements to be eligible for the state’s public universities, fueling worries of a shortage of college-educated workers when the value of a bachelor’s degree has never been higher.17 As sobering as that is, the picture is even worse for students of color. Only 18% of African American and 20% of Latino students graduate from high school A-G eligible. Further, economists predict that by 2020, California will be more than 1 million degree holders shorter of meeting the workforce needs of its small and large businesses.18

COMMUNITY LEADER: Sacramento Pathways to Success is a community leader in Milestone 4. This partnership is between Sacramento City Unified School District, Sacramento City College, and Sacramento State and provides Sacramento students and their families a clearer, simpler road to college and career success.

STRATEGIC OBJECTIVE: Ensure that students are graduating from high school college and career ready.

PERFORMANCE MEASURES: The Sacramento Pathways to Success Partnership has identified 3 primary metrics of success:

- Boost high school graduation rates of students from SCUSD high schools, Sacramento City College and Sacramento State
- Improve retention and persistence rates for students in SCUSD, Sacramento City College and Sacramento State
- Involve community partners in the support and improvement of college and career readiness programs to better prepare students for success in college and careers

STRATEGIES: There are several strategies that will be implemented in an effort to meet the aforementioned goals:

- Establishing “bridge” coursework that will move students who test “conditionally ready” to “ready” by the end of their senior year
- Aligning high school instruction and expectations with the Common Core State Standards and college readiness expectations
• Implementing practices that provide students with a clear pathway to goals completion
• Increase basic skills competencies to improve student preparedness for degree, certificate courses and employment
• Provide “front door” policies and practices that assist students with the transitions to college and career
• Provide academic support programs that focus on the challenges of the first years of college

SUPPORTING INITIATIVES AND PROGRAMS: There are a number of programs throughout the county that support the efforts of the Partnership. They include:

• **College Track Sacramento** recruits students from underserved communities and works continuously with them from the summer before 9th grade through college graduation. The program removes the barriers that prevent students from earning their college degree by providing them with comprehensive academic support, leadership training, financial and college advising, and scholarships.

• **Improve Your Tomorrow (IYT)** is a nonprofit, college prep program specifically designed for young men of color at Valley High School in Sacramento. The program is designed to inspire young men of color to break generational cycles of poverty, incarceration and low educational attainment. All students participate in weekend study halls where they receive tutoring and guidance in their studies. Students also take part in monthly institutes where they learn valuable life skills such as the importance of dress, time management and financial planning.

RESOURCES: College Track has raised $1.8 million toward a five-year budget of approximately $6 million through grants from foundations such as Bank of America, the University of Phoenix, and JP Morgan/Chase.
OVERVIEW: Ensuring our youth are gainfully employed will increase their earning potential (and eventually their wealth) and decrease the likelihood of their involvement in criminal activities. Additionally, employment opportunities can build both hard and “soft” skills like punctuality, teamwork and interpersonal communication amongst students.

THE CHALLENGE: One of the most recent reports from the Bureau of Labor Statistics indicates that more than seven in ten teens in the United States are unemployed. Further, more than 44 percent of teens who want summer jobs never find one, or are underemployed. In Sacramento, more than 42,600 teens and young adults (age 16-24) are neither working nor in school.

COMMUNITY LEADER: The Sacramento Employment and Training Agency (SETA) a joint powers agency of the City and County of Sacramento, is a community leader in Milestone 5. From its inception SETA has been an effective force in connecting people to jobs, business owners to quality employees, education and nutrition to children, assistance to refugees, and hope to many Sacramento area residents. Youth Services are delivered collaboratively in the Sacramento Works Job Center and Training Center system. A Youth Specialist at each location helps youth access employment and training resources.

STRATEGIC OBJECTIVE: To bridge the gap between K-12 education and meaningful employment and/or a college experience.

PERFORMANCE MEASURES: In order to ensure that our students are gaining the skills and knowledge they need to be gainfully employed the following metrics will be tracked:

- Number of summer employment opportunities available to youth
- Number of internships available to students
- Number of businesses involved in internship and employment programs

STRATEGIES: In an effort to increase the number of young men of color who are engaged in meaningful work situations the following strategies will be utilized:

- Heavily recruit employers and businesses across the city and provide them with a “toolbox” of frameworks, applications, and program guidelines that would allow them to implement effective programs for youth
- Hold employment fairs that match local youth with potential employers
- Increase awareness and marketing efforts to reach more youth
- Improve parental involvement to prove the value of the programs
SUPPORTING INITIATIVES AND PROGRAMS:

- **The Starbucks Solutions Cities Initiative** is a partnership between the city and Starbucks Coffee Company to convene youth service organizations with employers, building a coalition of employers who commit to hiring a specific number of young people, and opening a “Community Starbucks Store” in 2015 or 2016.

- **Jumpstart 21**, an initiative of the Sacramento Asian Chamber of Commerce, connects locally educated and disadvantaged STEM (Science, Technology, Engineering and Math) graduates to employment and resources locally. The purpose of JS21 is to address the disparities that today’s workforce, particularly those originating from disadvantaged communities, face in acquiring the appropriate skills and knowledge to be successful in today’s economy.

- **The Office of the Mayor** began a pilot Summer Youth Employment Program in partnership with **Bank of America** in 2014 to determine the feasibility of developing a more robust program. A plan is being developed to grow this initiative over the coming years with a particular focus on jobs and internships in the STEM fields.

RESOURCES: These programs have been funded through grants from Bank of America ($50,000/year), Starbucks ($125,000/year) and Siemens (grant for $25,000 pending).
**OVERVIEW:** For cities and communities across the country, education opportunities and crime are inextricably linked. When education and employment levels rise, crime decreases. The inverse is also true. By meeting the milestones above, a community can also ensure that youth are safer from violence. This means protecting young children from being victims of violence and abuse and ensuring that they do not become perpetrators as they mature.

**THE CHALLENGE:** While Sacramento County has seen a decline in the number of juvenile crime arrests over the past decade, significant disparities in juvenile arrests exist within the African American community. Specifically, African Americans account for 12% of the population aged 10-17, but account for 40% of the juvenile arrests. Black juveniles are arrested at nearly four times the rate of any other race/ethnicity.\(^2\)

**COMMUNITY LEADER:** The Sacramento County Office of Probation has been a leader in implementing holistic, preventative programs in an effort to increase youth safety. The office has leveraged best practices nationally to develop a number of wrap-around services specifically geared toward at-risk youth.

**STRATEGIC OBJECTIVE:** Reduce the number of young men of color engaged in violence or criminal activities.
ALL YOUTH REMAIN SAFE FROM VIOLENT CRIME AND HAVE A SECOND CHANCE

PERFORMANCE MEASURES: There are several metrics that will help the city determine whether it is effectively engaging youth and ensuring they avoid crime and are not victims of violence:

- Decrease entries into the juvenile justice system
- Reduce recidivism
- Prevent delinquency

STRATEGIES: In order to engage youth in productive activities that will allow them to effectively avoid violence and crimes, the following strategies will be implemented:

- Fully implement evidence-based youth violence prevention programs.
- Intervene early with students with multiple risk factors for violence.
- Strategically invest in youth development programs and approaches.
- Provide youth with opportunities to discuss and develop healthy ways to deal with conflict and challenges
- Implement wrap-around services, multi-system therapy and functional family therapy

SUPPORTING INITIATIVES AND PROGRAMS:

- In 2011, Mayor Kevin Johnson formed the Mayor’s Gang Prevention Task Force consisting of city leaders, law enforcement, education, faith and community leaders. This Task Force created a strategic plan that shifts the paradigm toward a comprehensive approach that has proven to be far more successful than enforcement-centered or standalone efforts.

- The Sacramento Police Department’s Cops and Clergy program seeks to unite members of the faith based community with the Sacramento Police Department to foster relationships, build community trust and reduce gang violence through outreach and intervention.

- The Summer Night Lights (SNL), a violence-reduction program that targets locations disproportionally impacted by violence, will serve as the lead partner for Milestone 6. Evidence shows increased gang-related violence during summer months. SNL provides positive summer programing for youth and families, hires and trains young adults from the community who are at-risk for gang involvement and/or gang-violence and focuses on inter-generation activities that foster a safer community. The Summer Night Lights program focuses on Oak Park, Mack Road, and Del Paso Heights.

- The Steering Committee on Reduction of African American Child Deaths (RAACD) is a community-driven body of dedicated individuals working together on an effort to reduce deaths among African American children by between 10 percent and 20 percent by 2020 in Sacramento County. The Committee’s ultimate charge is to provide coordination and oversight of efforts, create a strategic plan, monitor implementation, evaluate, and report on progress toward reducing the disproportional number of African American child deaths.

RESOURCES: The Sacramento County Office of Probation looks to spend about $11.7 million in the next five years to build capacity with providers to offer these services. Additionally, the City of Sacramento has recently dedicated $600,000 to the Saturday Night Lights program and has proposed an additional $1.2 million for the Gang Task Force initiative.
## TIMELINE OF WORK

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>MARCH 18</th>
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<tr>
<td>FEBRUARY</td>
<td>Local Action Summit</td>
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<tr>
<td>MARCH</td>
<td>APRIL 22</td>
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<td>APRIL</td>
<td>Workshop 1</td>
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<tr>
<td>MAY</td>
<td>Workshop 2</td>
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<tr>
<td>JUNE</td>
<td>9 am – 12 pm</td>
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<td>JULY</td>
<td>1 pm – 4 pm</td>
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<td>AUGUST</td>
<td>APRIL 27</td>
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<td>SEPTEMBER</td>
<td>Workshop 3</td>
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<tr>
<td>OCTOBER</td>
<td>9 am – 12 pm</td>
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<td>NOVEMBER</td>
<td>JULY 30</td>
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<tr>
<td>DECEMBER</td>
<td>Stakeholder Forum</td>
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<tr>
<td></td>
<td>(500 participants invited)</td>
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<td></td>
<td>AUGUST 15</td>
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<tr>
<td></td>
<td>Workplan Completed</td>
</tr>
<tr>
<td></td>
<td>BY DECEMBER 30</td>
</tr>
<tr>
<td></td>
<td>First Interim Report Completed</td>
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</tbody>
</table>
CITATIONS


5 Ibid


8 Ibid


11 Ibid


16 Georgetown University, Recovery: Job Growth and Education Requirements Through 2020.


18 Ibid


20 Data retrieved from http://opportunityindex.org/

Sacramento’s MBK Action plan could not have been completed without the dedicated efforts of the following people:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staci Anderson</td>
<td>Executive Director, People Reaching Out</td>
</tr>
<tr>
<td>Julius Austin</td>
<td>Director of Community Development, Center for Fathers and Families</td>
</tr>
<tr>
<td>Jose Banda</td>
<td>Superintendent, Sacramento City Unified School District</td>
</tr>
<tr>
<td>Ken Bernard</td>
<td>Deputy Chief, Sacramento Police Department</td>
</tr>
<tr>
<td>Mike Bray</td>
<td>Deputy Chief, Sacramento Police Department</td>
</tr>
<tr>
<td>Stephanie Bray</td>
<td>Executive Director, United Way</td>
</tr>
<tr>
<td>Howard Chan</td>
<td>Assistant City Manager, City of Sacramento</td>
</tr>
<tr>
<td>Arnold Chandler</td>
<td>Forward Change Consulting</td>
</tr>
<tr>
<td>Rick Cole</td>
<td>Pastor, Capital Christian Center</td>
</tr>
<tr>
<td>Lyn Corbet</td>
<td>The Pivotal Group</td>
</tr>
<tr>
<td>Sergio Cuellar</td>
<td>Center for Regional Change, UC Davis</td>
</tr>
<tr>
<td>Vanessa Cuevas</td>
<td>Director of Wellness Programs, Sacramento Native American Health Center</td>
</tr>
<tr>
<td>Azizza Davis</td>
<td>President &amp; CEO, Sacramento Black Chamber of Commerce Foundation</td>
</tr>
<tr>
<td>Bassim Elkara</td>
<td>Executive Director, CAIR</td>
</tr>
<tr>
<td>Priscilla Enriquez</td>
<td>Chief Giving Officer, Sacramento Region Community Foundation</td>
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<tr>
<td>Nancy Erbstein</td>
<td>Center for Regional Change, UC Davis</td>
</tr>
<tr>
<td>Chris Evans</td>
<td>Superintendent, Natomas Unified School District</td>
</tr>
<tr>
<td>Pat Fong Kushida</td>
<td>Sacramento Asian Chamber of Commerce</td>
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<tr>
<td>Zak Ford</td>
<td>Industry Roundtable Manager, NextEd</td>
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<tr>
<td>Dave Gordon</td>
<td>Superintendent, Sacramento County Office of Education</td>
</tr>
<tr>
<td>Dr. Nadine Gracia</td>
<td>Deputy Asst Secretary for Minority Health, US Dept of Health &amp; Human Services</td>
</tr>
<tr>
<td>Ray Green</td>
<td>Site Coordinator, Roberts Family Development Center</td>
</tr>
<tr>
<td>Britta Guerrero</td>
<td>CEO, Sacramento Native American Health Center</td>
</tr>
<tr>
<td>Lamont Harris</td>
<td>St. Paul Baptist Church</td>
</tr>
<tr>
<td>Keith Herron</td>
<td>Executive Director, Target Excellence</td>
</tr>
<tr>
<td>Chet P. Hewitt</td>
<td>President &amp; CEO, Sierra Health Foundation</td>
</tr>
<tr>
<td>Raymond Hitchcock</td>
<td>Tribal Chairman, Wilton Rancheria</td>
</tr>
<tr>
<td>Greg Hodge</td>
<td>Principal Consultant, Khepera Consulting</td>
</tr>
<tr>
<td>Franklin Jackson</td>
<td>Regional Director, Walmart</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

Adele James  Principal Consultant, Adele James Consulting
Cassandra Jennings  Senior Advisor, Office of Mayor Kevin Johnson
Rick Jennings  CEO, Center for Fathers and Families
Blake Johnson  Office of the Treasurer
Kevin Johnson  Mayor, City of Sacramento
Rashad Johnson  Local Mobilization Coordinator, STAND UP
Richard Johnson  Roberts Family Development Center
Kathy Kossick  Executive Director, SETA
Michael Lynch  President & Cof-Founder, Improve Your Tomorrow
Michael McKeever  CEO, Sacramento Area Council of Governments
Lisa Miller  CEO, CELI Inc
Jahmal Miller  Deputy Director, California’s Office of Health Equity
Kindra Montgomery  Program Officer, Sierra Health Foundation
Paul Nolfo  Nolfo Consulting
Debra Oto-Kent  Executive Director, Health Education Council
Robert Phillips  Director of Health Programs, Sierra Health Foundation
Carl Pinkston  Co-Director, Black Parallel School Board
Maureen Price  CEO, Boys & Girls Clubs of Greater Sacramento
Ruben Reyes  Superintendent, Robla School District
Rachel Rios  Executive Director, La Familia
Derrell Roberts  CEO, Roberts Family Development Center
Oliveine Roberts  Chief Academic Officer, Sacramento City Unified School District
Cathy Rodriguez  President & CEO, Sacramento Hispanic Chamber of Commerce
Gabe Ross  Chief Communications Officer, Sacramento City Unified School District
Madalynn Rucker  Executive Director, ONTRACK Program Resources, Inc.
Lee Seale  Chief Probation Officer, Sacramento County Chief Probation
Randy Seriguchi  Director of National Mobilization, STAND UP
James Shelby  CEO, Greater Sacramento Urban League
Les Simmons  Pastor, South Sacramento Christian Center
Wornel Simpson  U.S. Department of Health and Human Services
Melissa Stafford-Jones  Regional Director, U.S. Department of Health and Human Services
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Jason Thompson  Player, Sacramento Kings
Christine Tien  Program Officer, California Endowment
Ricardo Torres  CSUS Faculty, Sacramento Native American Health Center
Christina VanDunk  Director of Communications, Kaiser Permanente
Alien Warren  Vice Mayor and District 2 Councilmember, City of Sacramento
Vajra Watson  Director of Research and Policy for Equity, UCD School of Education
Ephraim Williams  Pastor, St. Paul Baptist Church
Kim Williams  HUB Manager, Sacramento BHC
Tyrone Williams  Director of Development, Sacramento Housing and Redevelopment Agency
Josiah Young  Executive Director, STAND UP
Since accepting President Obama’s “My Brother’s Keeper” Community Challenge in Fall 2014, the Office of Mayor Kevin Johnson, in partnership with Sierra Health Foundation and Sacramento City Unified School District has hosted initial listening sessions with local stakeholders to identify partner organizations and efforts in Sacramento that have the potential to produce positive outcomes for young people. The recommendations within the local action report reflect conversations held at the Leadership Action Summit in March 2015.

In Sacramento County
OVER
53% OF BLACK AND LATINO STUDENTS

There is a more than 23% achievement gap between African American, Native Americans and Latino students and their white peers.

Are they ready for college?
Only 18% African American students graduate from high school A-G eligible.

African Americans account for 12% of the population aged 10-17 but account for 40% of the juvenile arrests for the same age group.

Black juveniles are arrested at NEARLY 4X the rate of any other race/ethnicity.
**Recommended Milestones and Strategies**

1. **Ensure all children enter school cognitively, physically, socially and emotionally ready**
   - Supporting nine elementary school district’s participation in First 5 Sacramento’s Cycle 2 Countywide School Readiness Program
   - Expanding the use of developmentally appropriate practices and/or evidence-based programs throughout the County of Sacramento
   - Providing leadership and promote school readiness
   - Serving as the central repository and distributor of school readiness information within Sacramento County

2. **Ensure all children read at grade level by 3rd grade**
   - Optimizing student learning by reducing chronic absence rates
   - Identifying students who are in need and pairing them with extra help
   - Ensuring students have access to developmental and health-related services
   - Providing families with opportunities to ensure their children are receiving early development care in order to ready them for academic success
   - Providing access to summer learning activities and programs focused on literacy

3. **Ensure all youth graduate from high school**
   - Attendance monitoring and engagement
   - Socio-Emotional support for at-risk students
   - Academic support and intervention in math and English for students operating below grade level
   - Ensure that equitable and restorative practices address disproportionality in school discipline
   - Increase number of culturally relevant mentoring and internship opportunities for high school students

4. **Ensure all youth complete post-secondary education or training**
   - Establishing “bridge” coursework that will move students who test “conditionally ready”-“ready” by the end of their senior year
   - Aligning high school instruction and expectations with the Common Core State Standards and college readiness expectations
   - Implementing practices that provide students with a clear pathway to goals completion
   - Increase basic skills competencies to improve student preparedness for degree, certificate courses and employment
   - Provide “front door” policies and practices that assist students with the transitions to college and career
   - Provide academic support programs that focus on the challenges of the first years of college

5. **Ensure all youth out of school are employed**
   - Heavily recruit employers and businesses across the city and provide them with a “toolbox” of frameworks, applications, and program guidelines that would allow them to implement effective programs for youth
   - Hold employment fairs that match local youth with potential employers
   - Increase awareness and marketing efforts to reach more youth
   - Improve parental involvement to prove the value of the programs

6. **Ensure all youth remain safe from violent crime and have a second chance**
   - Fully implement evidence-based youth violence prevention programs.
   - Intervene early with students with multiple risk factors for violence.
   - Strategically invest in youth development programs and approaches.
   - Provide youth with opportunities to discuss and develop healthy ways to deal with conflict and challenges
   - Implement wrap-around services, multi-system therapy and functional family therapy

**Next Steps:**

The release of these recommendations will inform additional listening meetings throughout the city with stakeholders and young people, and will lead to a Community Stakeholder Forum in July. Individuals and organizations interested in participating in the ongoing work can email MBKSac@sierrahealth.org.
August 28, 2015

Dear Sacramento Leader:

In February 2014, I had the honor of representing Sacramento at the White House as President Barack Obama issued a clarion call to the country: focus on the challenges facing boys and young men of color in our nation today so that we can meet our fullest potential in the future. It was a bold and necessary call to action, and one that the Sacramento community has readily accepted.

In May, the Sacramento “My Brother’s Keeper” (MBK) Local Action Report was released outlining recommendations to improve outcomes for youth in Sacramento, particularly boys and young men of color, leveraging existing, evidenced-based programs and by making investments in proven initiatives.

What we do next is critical. I would like to personally invite you to an important community conversation at the upcoming:

**My Brother’s Keeper Summit**  
**Friday, September 25th, 2015**  
9:00 am - 2:00 pm  
Sacramento State University Alumni Center  
6000 J Street, Sacramento, CA 95819

The My Brother’s Keeper Summit is designed to gather input to build a community action plan. We expect over 300 attendees from throughout Sacramento including local elected officials, business leaders, philanthropic leaders, law enforcement, educational stakeholders and boys and men of color and their families.

The Summit is part of Sacramento’s My Brother’s Keeper Initiative which is designed to convene leadership, identify effective strategies and to encourage collaboration to accomplish a shared goal of improving life outcomes for young people, especially boys and men of color. The local effort is led by my office, Sierra Health Foundation, Sacramento City Unified School District, Asian Resources, Inc., La Familia Counseling Center and the Center for Fathers and Families.

Please RSVP by Friday, September 18th to dvarnedoe@cityofsacramento.org or (916) 808-7221.

I hope you will join us as we address the pressing needs of boys and young men of color in Sacramento.

Sincerely,

Kevin Johnson  
MAYOR
SACRAMENTO MY BROTHER’S KEEPER COMMUNITY CONVENING
SEPTEMBER 25, 2015 9AM- 2PM
Sacramento State Leslie and Anita Harper Alumni Center
Formerly known as “Sacramento State Alumni Center”
6000 J Street | Sacramento, CA

Since joining President Obama’s My Brother’s Keeper initiative in Fall 2014, the Office of Mayor Kevin Johnson, in partnership with Sierra Health Foundation and Sacramento City Unified School District, has hosted initial listening meetings with local stakeholders to identify programs that can produce positive outcomes for young people, and to identify potential partner organizations and baseline data.

In May, the Sacramento “My Brother’s Keeper” (MBK) Local Action Report was released outlining recommendations to improve outcomes for youth in Sacramento, particularly boys and young men of color, by leveraging existing, evidence-based programs and by making investments in proven initiatives.

REGISTER TODAY and join Sacramento Mayor Kevin Johnson, SCUSD Superintendent Jose L. Banda and More Elected Officials and Community Leaders at this Community Convening as we reflect on the listening sessions, discuss the recommendations from the Local Action Report and work toward improving our communities for Sacramento’s boys and young men of color.

Please complete the following 3-page registration form to participate in this event. Event is open to all ages. If you are under 18, participation in this event is subject to approval by your parent or guardian. The information you provide will only be available to the organizers of this event.

Name: _________________________________________________________ 18 & over____ Under 18____
First Last

Organization _______________________________ School: _________________________ Grade____

I identify my gender as: __________ and my race/ethnicity as: ________________________ Age: ______

I need materials and/or presentations translated in this language: ________________________________

Phone: ______________________ Email: ______________________

Address: ___________________________________ ____________________________________________

Street City Zip Code

Please provide any dietary restrictions you have: _____________________________________________
Please list two people we can contact in an emergency:

1)  
Name: ___________________________  Relationship: ___________________________  Phone Number: ___________________________

2)  
Name: ___________________________  Relationship: ___________________________  Phone Number: ___________________________

If you are under 18, the following MUST be completed by a parent or guardian:

I give my child permission to attend the Sacramento My Brother's Keeper Community Convening.

Print Name: ___________________________

Signature: ___________________________  Date: ___________________________

---

**Release Form for Liability & Media Recording (Optional)**

I, the undersigned, do hereby consent and agree that Sacramento My Brother's Keeper Committee, its employees, or agents have the right to take photographs, videotape, or digital recordings of me on September 25, 2015 to use these in any and all media, now or hereafter known, and exclusively for the purpose of the Sacramento My Brother's Keeper Community Convening. I further consent that my name and identity may be revealed therein or by descriptive text or commentary.

I do hereby release to Sacramento My Brother's Keeper Committee, its agents, and employees all rights to exhibit this work in print and electronic form publicly or privately and to market and sell copies. I waive any rights, claims, or interest I may have to control the use of my identity or likeness in whatever media used.

I understand that there will be no financial or other remuneration for recording me, either for initial or subsequent transmission or playback.

I also understand that Sacramento My Brother's Keeper Committee is not responsible for any expense or liability incurred as a result of my participation in this recording, including medical expenses due to any sickness or injury incurred as a result.

I represent that I am at least 18 years of age, have read and understand the foregoing statement, and am competent to execute this agreement. **If I am not at least 18 years of age, my parent and/or guardian will sign and print their name below.**

**I CERTIFY THAT I HAVE PERSONALLY READ AND UNDERSTAND THIS WAIVER AND RELEASE.**

Signature (if you are under 18, your parent/guardian must sign)  Date

Print Name: ___________________________

If minor, Guardian's Name: ___________________________
Release Form for Indemnification (Required)

I agree to indemnify and hold Sacramento My Brother’s Keeper Committee, agents and employees, from and against any and all claims, cost liabilities, expenses or judgments, including attorney’s fees and court costs arising out of my participation in the Sacramento My Brother’s Keeper Community Convening and any illness or injury resulting there from except injury deliberately or willfully caused. I understand that if I or anyone else is injured as a result of my participation this waiver will be used against me. I also understand that no employee or agent is authorized to modify this waiver.

I CERTIFY THAT I HAVE PERSONALLY READ AND UNDERSTAND THIS WAIVER AND RELEASE.

____________________________________________________________________________
Signature (if you are under 18, your parent/guardian must sign)                      Date

Print Name: ___________________________________________________________________

If minor, Guardian’s Name: ___________________________________________________________________

Please submit this form (3 pages) and any questions you may have to: sacramentombk@gmail.com or via fax at: (916) 625-6585
SCUSD founded the Sexually Exploited Children & Teens (SECT) Collaborative in 2009 after a 6th grade trafficking survivor was recovered from a motel in Oakland. Since then the SECT Collaborative has led the county in dealing with the issue of Commercial Sexual Exploitation. Since 2009, the SECT Collaborative has conducted a variety of activities including: developed district protocol to identify and support CSEC victims; provided intensive mentoring and advocacy to over 40 students; conducted groups in Juvenile Hall and select district high schools; conducted CSEC awareness training; provided a CSEC prevention and awareness workshop called “Healthy Relationships” for over 2000 middle school students as part of Go B’nanas summer programming; and founded/supported Students Together Reducing Exploitation and Trafficking, an advocacy group made up of CSEC survivors and peer allies. STREAT Team also advocated for SB 855 at the California State Legislature.

In 2014 the passage of SB 855 achieved the following in regards to CSEC youth:

- Includes CSEC as a mandated reporting issue and clarifies the Child Welfare Dependency Code to include CSE children as dependents;
- Establishes the CSEC program which counties have option to participate in;
- Requires the state to track data and report to the Legislature on outcomes related to CSEC.

Sacramento County, under the leadership of Presiding Judge Stacy Boulware Eurie, has decided to opt into the CSEC program. The Countywide CSEC Steering Committee (of which SCUSD is a member) has developed a Memorandum of Understanding that outlines protocol to best serve our young people. The Superintendent signed the MOU this week.

This MOU is scheduled to be presented to the County Board of Supervisors on September 15, 2015.

For more information, contact Stacey Bell.
The purpose of this Board Communication is to provide a response to member Cochrane regarding a summary of waitlist numbers for SCUSD independent charters and enrollment by Zip Code for the St. HOPE Schools.

SCUSD Independent Charter Waitlist: August 26, 2015 – August 31, 2015
Data reported by charter providers
# St. HOPE Schools: Enrollment by Zip Code (20 or more students)

Source: St. Hope Public Schools

<table>
<thead>
<tr>
<th>Zip Codes</th>
<th>PS7 Elementary</th>
<th>PS7 Middle</th>
<th>Oak Park Prep</th>
<th>Sac High</th>
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</tbody>
</table>

**Total Enrollment:** **1,748**

Enrollment total from Zip Codes with 20 or more: **1,449**

Enrollment total from Zip Codes with fewer than 20: **157**

Record update in process (Zip Code verification pending), Total: **142**

Listing of Zip Codes with fewer than 20: 92394, 94520, 95582, 95605, 95608, 95610, 95621, 95628, 95630, 95632, 95655, 95660, 95670, 95671, 95673, 95678, 95687, 95691, 95726, 95742, 95747, 95759, 95811, 95812, 95814, 95815, 95816, 95819, 95821, 95825, 95829, 95841, 95842, 95843, 95858, 95860, 95864, 95961, 95991, and 96818.

The table above is a listing of Zip Codes that have 20 or more students collectively enrolled at the St. HOPE Schools. Zip Codes with fewer than 20 students collectively are not represented in the table.
The revised applications for the district’s LCAP Parent Advisory Committees are attached.

Board members may reappoint those candidates who served on the committee last year. All trustee areas are open to applicants because Superintendent Banda is not limited to choosing representatives from any given trustee area.
In 2013-14, the state of California changed the way it funds school districts. The new model, called the Local Control Funding Formula (LCFF), allows districts more freedom in how funds are spent but also requires the development of a Local Control and Accountability Plan (LCAP) that aligns spending to specific district goals for student achievement.

One key aspect of the LCAP process is the involvement of parents/guardians and students — including foster youth and those from low-income and English learner communities — in providing input and feedback.

Annually, SCUSD will form an LCAP English Learner Parent Advisory Committee to review and provide input on sections of the LCAP. This committee will be a subcommittee of the District English Learner Advisory Committee (DELAC), and will report back to this committee on a regular basis with information and recommendations. SCUSD has a strong record of parent/guardian engagement in district-level planning and is excited to partner with this group in shaping the district’s vision and actions for the coming years.

**Committee Demographics**

To be sure that the LCAP English Learner Parent Advisory Committee reflects the diverse community we serve, the group must include a minimum number of representatives in key demographic areas:

- At least two-thirds (2/3) parents of English Learners attending SCUSD schools
- Balanced representation across the geographic area of SCUSD
- Balanced representation of the SCUSD language community
- Balanced representation of elementary, middle school and high school
- No more than three (3) staff members
LCAP English Learner Parent Advisory Committee Application

Submit the completed application and any supporting documents to SCUSD Board of Education, Box 701, 5735 47th Ave., Sacramento, CA 95824. Deadline to apply is Monday, November 16, 2015 at 5pm. Applications submitted after that time will not be processed. If you have questions or need assistance, please contact Anne Maretti at anne-maretti@scusd.edu or (916) 643-9314. Please note while we will maintain the privacy of personal identification information, answers to questions may be shared publicly.

Name: __________________________________________________________

Street Address: ___________________________________________________

City: ___________________________ State: _____ Zip Code: ____________

Phone Number: ______________________ Email: ______________________

Describe your role (parent of current student, parent of former student, student, staff member, parent advocate, community partner or other qualified representative):
Which school(s) do your children attend or do you represent? ______________________
________________________________________
________________________________________

Home Language: ________________________________________________________________

School Board Trustee Area (or home zip code): _________________________________

Do you represent Low Income (LI), English Learner (EL), Special Education, Homeless or Foster Youth students? Select all that apply.

☐ Low Income (LI)
☐ English Learner (EL)
☐ Special Education
☐ Homeless
☐ Foster Youth
☐ None of the above

Please write a brief summary of why you are interested in serving on this committee:

I understand that participation on the LCAP English Learner Parent Advisory Committee includes the requirement to participate in outreach opportunities including, but not limited to, gathering input from my stakeholder community as a Public Education Volunteer. I agree to participate in training, and I am open to mentorship from district staff and the board throughout the process.

Signature ______________________ Date: __________________
In 2013-14, the state of California changed the way it funds school districts. The new model, called the Local Control Funding Formula (LCFF), allows districts more freedom in how funds are spent but also requires the development of a Local Control and Accountability Plan (LCAP) that aligns spending to specific district goals for student achievement.

One key aspect of the LCAP process is the engagement of parents/guardians and students — including foster youth and those from low-income and English learner communities — in providing input and feedback.

Annually, SCUSD will form an LCAP Parent Advisory Committee to review and provide input on sections of the LCAP. SCUSD has a strong record of parent/guardian engagement in district-level planning and is excited to partner with this group in shaping the district’s vision and actions for the coming years.

Committee Demographics

To be sure that this committee is reflective of the diverse community we serve, as well as subgroups explicitly called out in LCFF, the group must include a minimum number of representatives in key demographic areas.

The LCAP Parent Advisory Committee must include:

- At least ten (10) parents
- At least eleven (11) representatives that represent a Title 1 school (current parent, former parent, student, staff member, parent advocate, community partner or other qualified representative)
- At least three (3) representatives that represent English-learners (current parent, former parent, student or staff member)
- At least two (2) representatives that represent special needs students (current parent, former parent, student or staff member)
- At least one (1) representative from the Homeless or Foster Youth community
- No more than three (3) staff members

Note that these representations are intentionally consistent with the district’s demographic breakdown. In 2014-15, there were approximately 68% of SCUSD students qualified for Free or Reduced Price Lunch; approximately 22% of SCUSD students English-learners; and approximately 13% of SCUSD students who receive special education services. There are approximately 755 homeless students and 227 foster youth in SCUSD.
LCAP Parent Advisory Committee Application

Submit the completed application and any supporting documents to SCUSD Board of Education, Box 701, 5735 47th Ave., Sacramento, CA 95824. Deadline to apply is Wednesday, September 30, 2015 at 5pm. Applications submitted after that time will not be processed. If you have questions or need assistance, please contact Anne Maretti at anne-maretti@scusd.edu or (916) 643-9314. Please note while we will maintain the privacy of personal identification information, answers to questions may be shared publicly.

Name: _______________________________________________________

Street Address: ________________________________________________

City: __________________________ State: _____ Zip Code: __________

Phone Number: _________________ Email: _______________________

Describe your role (current parent, former parent, student, staff member, parent advocate, community partner or other qualified representative):
Which school(s) do you attend/represent? ____________________________________________

Trustee Area (or zip code of residence): ____________________________________________

Do you represent Low Income (LI), English Learner (EL), Special Education, Homeless or Foster Youth students? Select all that apply.

- [ ] Low Income (LI)
- [ ] English Learner (EL)
- [ ] Special Education
- [ ] Homeless
- [ ] Foster Youth
- [ ] None of the above

Provide a brief summary of why you want to serve on this committee and why you feel your voice is representative of your area and/or one or more of the subgroups explicitly called out in LCFF. Please include information about your history of service (PTA, School Site Council, neighborhood association, etc.). Give examples of how you have worked collaboratively in a group setting. Additional pages may be attached.
Please describe your understanding of, and comfort level with, the advisory role of the work conducted on this committee.

I understand that participation on the LCAP Parent Advisory Committee includes the requirement to participate in outreach opportunities including, but not limited to, gathering input from my stakeholder community as a Public Education Volunteer. I agree to participate in training, and I am open to mentorship from district staff and the board throughout the process.

Signature: ____________________________________________

Date: ________________________________________________