



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, August 6, 2015

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2015/16-2

Allotted Time

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

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

3.0 CLOSED SESSION

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

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

- a) Existing litigation pursuant to subdivision (a) of Government Code section 54956.9 (OAH Case No. 2014120055 and OAH Case No. 2015060943)
- b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9
- c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

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

- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) *Superintendent*
- 3.5 *Government Code 54957 – Public Employee Appointment*
 - a) *Principal, Sam Brannan Middle School*
 - b) *Principal, Pacific Elementary School*

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

The Pledge of Allegiance will be led by a group of District employees that work throughout the year as supplemental afterschool providers at various sites. During the summer, the team works at “Go Bananas”, a traveling summer program funded and developed by the Youth Development Support Services Department. The group includes Tatianna Grant, Steven Baul, Bria Clemmons, Kortney Wright, Cailey Bronny, Taylor Gholar, Korynn Garcia, Shayla Earl, Francisco Flores, Kiarah Ault-Brown, and Kaiah Ault-Brown.

- *Presentation of Certificate by Board President Woo.*

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

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

6:45 p.m. **7.0 PUBLIC COMMENT** **15 minutes**

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

7:00 p.m. **8.0 CONSENT AGENDA** **2 minutes**

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

8.1 *Items Subject or Not Subject to Closed Session:*

- 8.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 8.1b *Approve Personnel Transactions (Cancy McArn)*
- 8.1c *Resolution No. 2849 – Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year*

2015-2016 and Levying and Apportioning the Special Tax as Provided Therein (Cathy Allen)

8.1d *Consolidated Application Spring Report 2015-2016 (Iris Taylor and Lisa Hayes)*

8.1e *Approve Minutes of the June 18, 2015, Board of Education Meeting (José L. Banda)*

8.1f *Approve Minutes of the June 27, 2015, Board of Education Retreat and Special Board Meeting (José L. Banda)*

9.0 COMMUNICATIONS

7:02 p.m.	9.1 <i>Employee Organization Reports:</i>	Information 3 minutes each
	<ul style="list-style-type: none">▪ <i>CSA</i>▪ <i>SCTA</i>▪ <i>SEIU</i>▪ <i>Teamsters</i>▪ <i>UPE</i>	
7:17 p.m.	9.2 <i>District Parent Advisory Committees:</i>	Information 3 minutes each
	<ul style="list-style-type: none">▪ <i>Community Advisory Committee</i>▪ <i>District Advisory Council</i>▪ <i>District English Learner Advisory Committee</i>▪ <i>Gifted and Talented Education Advisory Committee</i>▪ <i>Sacramento Council of Parent Teacher Association (PTA)</i>	
7:32 p.m.	9.3 <i>Superintendent's Report (José L. Banda)</i>	Information 5 minutes
7:37 p.m.	9.4 <i>President's Report (Darrel Woo)</i>	Information 5 minutes
7:42 p.m.	9.5 <i>Student Member Report (Elizabeth Barry)</i>	Information 5 minutes
7:47 p.m.	9.6 <i>Information Sharing By Board Members</i>	Information 10 minutes

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

7:57 p.m. 10.1 *Adoption of Initial Proposal to Sacramento City Teachers' Association (SCTA) Regarding Certificated Unit Collective Bargaining Agreement Negotiations (Cancy McArn)* **Action**
1 minute presentation
5 minute discussion

8:03 p.m. 10.2 *Approve Washington Elementary School Reopening (Al Rogers)* **Conference/Action**
15 minute presentation
15 minute discussion

8:33 p.m. **11.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *August 20, 2015 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *September 3, 2015 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

8:35 p.m. **12.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1a

Meeting Date: August 6, 2015

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

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

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Recommended Bid Awards – Supplies/Equipment

Estimated Time of Presentation: N/A

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

Approved by: José L. Banda, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>SCHOOLS OFFICE</u>		
A16-00008 California Department of Education	7/1/14 – 9/30/16: School Improvement Grant, Cohort 2. Oak Ridge Elementary School was awarded a three-year School Improvement Grant (SIG). This grant is year three funding. The School Improvement Grant will allow Oak Ridge to expand the school day by 45 minutes, increasing time spent in core academics, student enrichment and teacher planning /collaboration. The grant will enhance all aspects of Oak Ridge’s transformation efforts, which are aligned with the core principals and beliefs of the SIG Turnaround Model.	\$1,350,579 No Match

EXPENDITURE AND OTHER AGREEMENTS

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ACADEMIC OFFICE</u>		
SA16-00093 Generation Ready	<p>8/7/15 – 6/30/16: Continued implementation of Common Core State Standards in Mathematics (CCSSM). During the 2014-15 school year, SCUSD continued to focus the CCSSM professional learning on building teacher and leader capacity in learning the three major components of the standards (Standards for Mathematical Practice, Instructional Shifts, and the Content Standards) using an inquiry-based collaborative design methodology. This model afforded teachers and leaders the opportunity to: a) collaborate quarterly to build a common understanding of the standards, b) strengthen instructional practice with coaching and feedback from district training specialists, and c) continuously assess the impact of their instruction on student learning through examining student work. As a result, changes in both teacher practice and student learning are evident.</p> <p>Supporting the district’s implementation is a mathematics professional development grant. A condition of the math grant is to collaborate with an external technical support provider. As a result of a robust and comprehensive Request for Proposal (RFP) process, the district began its partnership with Generation Ready, formerly, Editure Professional Development, in 2013. As the implementation continues in 2015-16 all teachers in grades K-8 will participate in a four-part series of district professional learning (October, December, February, and April). During these times, as a community of practice, they will deepen their understanding of the math content standards and Standards for Mathematical Practice. During two of the four sessions, teachers will have the opportunity to collaborate with their peers to design lessons, observe classrooms, debrief instruction, examine student work, and determine implications for teaching and learning. Likewise, site leaders will engage in monthly professional learning sessions designed to build their knowledge of the CCSSM and expand their professional toolkits for leading the</p>	<p>\$250,000 S.D. Bechtel Jr. Foundation Math Grant = (\$165,000); District Match = (\$85,000)</p>

implementation charge. Due to the magnitude of the required change in practice and belief, both teachers and site leaders will receive on-going support from district mathematics training specialists and our Generation Ready partners who will provide coaching, demonstration lessons, feedback, and resources for instructional planning.

EQUITY OFFICE

SA16-00097 National Equity Project	8/1/15 – 6/30/16: The National Equity Project addresses opportunity gaps to improve learning and education outcomes for all students. The National Equity Project will offer a deep, authentic and supportive partnership with the Sacramento City Unified School District. This partnership will help SCUSD establish and build best practices around leadership development, strategic planning, teaching and learning. The National Equity Project believes that both our challenges and answers reside within our community and our education system. The Sacramento City Unified School District looks forward to partnering with the National Equity Project to create thriving inclusive multicultural school environments for children and adults.	\$109,250 Equity/School Climate Funds
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LEGAL SERVICES

SA16-00026 Lozano Smith	7/1/15 – 6/30/16: Provide general counsel and other legal services as needed.	\$1,000,000 General Funds
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SPECIAL EDUCATION

SA16-00089 Eaton Interpreting Services	7/1/15 – 6/30/16: Deaf interpreting services for students as requested by the Special Education Department.	\$170,100 Special Education Funds
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YOUTH DEVELOPMENT

SA16-00041 Sacramento Chinese Community Service Center	5/6/15 – 7/30/15: Develop, maintain and sustain SUMMER MATTERS programming, providing summer academic and enrichment support services to the following sites during Summer 2015: A.M. Winn, Caroline Wenzel, John Bidwell, Nicholas and William Land Elementary Schools; Albert Einstein, California, Fern Bacon, John Still and Will C. Wood Middle Schools; C.K. McClatchy, John F. Kennedy, Luther Burbank, Rosemont, and West Campus High Schools.	\$359,529 21 st Century Community Learning Ctr; After School Learning Funds
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SA16-00043 City of Sacramento, START	5/6/15 – 6/30/15: Develop, maintain and sustain SUMMER MATTERS programming, providing summer academic and enrichment support services to the following sites during Summer 2015: Elder Creek, Ethel Phillips, Golden Empire, O.W. Erlewine, and Peter Burnett Elementary Schools.	\$141,769 21 st Century Community Learning Ctr; After School Learning Funds
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APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

ITEM	SITE/DEPARTMENT	TOTAL VALUE	DISPOSAL METHOD
Buses (Nine)	Transportation	\$2,500.00	Surplus

RECOMMENDED BID AWARDS – SUPPLIES/EQUIPMENT

Bid No. 150701 Fresh Produce
 Bids Received: July 23, 2015
 Recommendation: Daylight Foods
 Amount/Funding: \$392,403: Elementary School Sites
 ~~\$199,365~~: Secondary School Sites
 \$591,768 Total Cost / Nutrition Services

BIDDER	BIDDER LOCATION	AMOUNT
Daylight Foods	Milpitas, CA	\$392,403 Elementary Schools \$199,365 Secondary Schools \$591,768 Total (Combined)
Freshpoint Central CA	Turlock, CA	\$414,586 Elementary Schools \$218,108 Secondary Schools \$632,694 Total (Combined)
General Produce Co.	Sacramento, CA	\$486,527 Elementary Schools \$223,651 Secondary Schools \$710,178 Total (Combined)

Bid No. 150702 Paper and Tray Products, Site to Site Delivery
 Bids Received: July 27, 2015
 Recommendation: P & R Paper Supply Company
 Amount/Funding: \$200,441.15 / Nutrition Services

BIDDER	BIDDER LOCATION	AMOUNT
P & R Paper Supply Company	Redlands, CA	\$ 200,441.15
Sysco Sacramento, Inc.	Pleasant Grove, CA	Non-responsive

RECOMMENDED BID AWARDS – SUPPLIES/EQUIPMENT

Bid No. 150703 **Canned Fruits and Vegetables**

Bids Received: July 27, 2015

Recommendation: See Below

Amount/Funding: \$433,939.50 / Nutrition Services

BIDDER	BIDDER LOCATION	LINE ITEM AWARDED	AMOUNT
Gold Star Foods	Ontario, CA	Line Item #'s 1, 3, 4, 5, 8	\$301,065
Churchfield Trading Co.	Santa Ynez, CA	Line Item #'s 2, 10	\$76,030
Sysco Sacramento, Inc.	Pleasant Grove, CA	Line Item #'s 7,9	\$30,694.50
Anchana International, Inc.	Walnut, CA	Line Item #6	\$26,150
Pacific Coast Producers	San Ramon, CA		Non-responsive



PROFESSIONAL SERVICES AGREEMENT

THIS PROFESSIONAL SERVICES AGREEMENT (the "Agreement") is made as of August 6, 2015, by and between Generation Ready Inc. ("Generation Ready"), a New York corporation formerly known as Editure Professional Development Inc., and Sacramento City Unified School District ("School" or "School District"). Generation Ready and the School District may be collectively referred to herein as the "parties" or individually as a "party."

RECITALS

The School District desires to retain the services of Generation Ready for the purpose of providing educational consulting, training services, and materials, and desires to enter into an agreement with Generation Ready for the performance and provision of such services and materials.

In consideration of the promises and mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. **Term.** The School District shall retain Generation Ready as educational consultants, trainers, and service providers for the period beginning August 6, 2015, through June 30th, 2016 (the "Term"). This "term" may be modified or extended only by mutual, written agreement of the parties covering length of any extended term, scope of additional work, fee and such other terms as either party may require.
2. **Scope of Services.** During the Term, Generation Ready shall perform the services described. Such services shall be performed in a competent and professional manner, and in compliance with the terms and specifications set forth in this Agreement. Any change to the delivery schedule for the services set forth in the Work Plan, attached in Exhibit "A", must be requested by the School District in writing at least 30 days prior to the delivery date, in which event Generation Ready shall use all reasonable efforts to accommodate the request. Failure to provide 30 days' notice of a requested change will cause the School District to forfeit that service and will entitle Generation Ready to invoice the School District as though Generation Ready had delivered that service as originally scheduled in the Work Plan. If a timely request by the School District cannot be accommodated by Generation Ready, the parties will consult with each other in good faith to determine another change date that is mutually acceptable.
3. **Fee.** The fee shall be \$250,000, payable over the Term of the project. Generation Ready will submit monthly invoices for services rendered and the School or School District will pay the invoices within 30 days of receipt of the invoice. To the extent the School District disputes the accuracy of any invoice or request for payment, the School District shall pay the undisputed balance promptly and as described in this paragraph, and will provide in writing and within 10 days of the refusal for payment the specific reasons that any invoice or invoice entry is disputed, together with the payment of any undisputed amount. The parties will work in good faith to resolve any billing or payment issues. Generation Ready reserves the right to add interest at an annual rate of 8% (or if less, the highest rate permitted by applicable law) to any payments that become more than 60 days overdue.
4. **Confidentiality and Proprietary Protection.** The School District acknowledges that if Generation Ready provides it with any proprietary methods, training aids, materials and documents, including via proprietary software (collectively, the "IP") the School District acknowledges that Generation Ready owns the exclusive rights to the IP and other items Generation Ready uses in and for its educational consulting and training services. All IP and any other information generated or provided to the School District by Generation Ready shall be used by School District only in connection with the educational purposes or mission of the School District, and shall not be used for any other purpose or disclosed to any other party unless specifically authorized in writing by Generation Ready. The School District acknowledges that any violation of this paragraph by the School District or any improper use or distribution of any proprietary materials by the

School District constitutes cause for Generation Ready to obtain immediate injunctive relief to stop such violation or breach, and that the ability to obtain injunctive relief in such a situation does not limit in any way Generation Ready's other rights and remedies, including indemnification for any losses arising out of breach of School District's obligations under this Section 4 or any claim that Generation Ready's use of any information or materials that the School District furnishes to Generation Ready infringes the rights of a third party. The parties agree that Generation Ready shall own all rights to any intellectual property that is developed in the course of performing services for the School District, except that the School District shall be granted a non-exclusive, royalty-free license, without the right of sub-license, to use any information that is unique to the School District and not of general application in Generation Ready's business.

5. **Termination; Limitations on Damages.** This Agreement shall be terminated upon the happening of any of the following events:

- a. Upon mutual agreement, in writing, signed by the parties to this Agreement;
- b. Upon refusal of prompt and timely payment by the School District; however, such refusal does not excuse or forgive payment by the School District of all amounts owed and that would have been owed to Generation Ready over the remainder of the Term;
- c. For material breach of performance of either party's obligations under this Agreement; provided, however, that the party asserting breach shall give written notice of the alleged breach and the reasons therefor and shall provide 30 days for the other party to cure the alleged breach; or
- d. For failure of the School District to provide needed and requested materials that are required for Generation Ready to perform the services mentioned in Exhibit A attached hereto, or in this Agreement.

If a breach described in subparagraph (c) above occurs and is cured within the thirty (30) day period, this Agreement shall not be terminated for such breach. In the event such breach is not cured, this Agreement shall be terminated thirty (30) days from the date the notice of breach was provided. Upon termination of this Agreement, Generation Ready shall be entitled to receive the compensation accrued but unpaid as of the date of termination, plus, in the event that Generation Ready is not the breaching party, all amounts that would have been owed over the remainder of the Term.

Notwithstanding anything to the contrary contained in this Agreement (i) Generation Ready shall have no liability arising in whole or in part from an act or omission or the gross negligence of, or a specification or other information furnished by or on behalf of, the District, and (ii) the aggregate liability of Generation Ready and the sole remedy of the School District for breach of contract or warranty, indemnification or otherwise, shall be limited to amounts paid to Generation Ready by the School District pursuant to this Agreement, plus the actual proceeds of any Generation Ready insurance policy that responds."

6. **Relationship Between the Parties.** The relationship of Generation Ready to the School is that of an independent contractor or consultant. Nothing contained in this Agreement shall be construed to create a joint venture, partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relationship is and shall remain that of independent parties to a contractual relationship as set forth in this Agreement. Neither party shall have any claim under this Agreement or otherwise against the other for employee benefits of any kind, including but not limited to, health and accident insurance plans and retirement plans sponsored by a party for the benefit of its employees. In the event the Internal Revenue Service or any other governmental agency should question or challenge the independent contractor status of a party, the parties hereby agree that both the School and Generation Ready shall have the right to participate in any discussion or negotiation occurring with such agency or agencies.

7. **Notice.** All notices, demands and requests which may or are required to be given by any party to another shall be in writing, and each shall be deemed to have been properly given when served personally on an officer or principal of the party to whom such notice is to be given, or when sent postage prepaid by first class mail, registered or certified, return receipt requested, as follows:

If to Generation Ready:

Generation Ready Inc.
Attn: Chief Financial Officer
352 7th Avenue, Floor 12A
New York, NY 10001

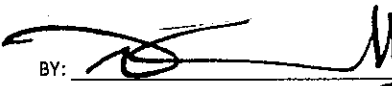
If to the District:

Sacramento City Unified School District
Attn: Assistant Superintendent, Curriculum & Instruction
5735 47th Avenue – Box 721
Sacramento, CA 95824

- 8. **Governing Law and Terms.** This Agreement and all rights, remedies, and obligations hereunder, including, but not limited to, matters of construction, validity, and performance shall be governed by the laws of the State of New York, conflicts of laws principles notwithstanding. This Agreement sets forth the full understanding of the parties regarding this matter, and other terms and conditions, including those that may be contained in or referred to in any purchase order, shall be of no force or effect.
- 9. **Assignability.** This Agreement shall be binding upon, and shall inure to the benefit of the parties and their subsidiaries and affiliates, together with their successors and assigns. No party may assign or transfer its rights or obligations hereunder without the express written consent of all other parties, except that Generation Ready may assign its rights and obligations to an acquirer of all or substantially all of Generation Ready's assets or business.
- 10. At all times during the Term, as it may be extended or renewed, and for a one year period thereafter, the School shall not:
 - a. Induce, advise, or counsel employees, contractors, representatives, or agents of the Company to leave the employ of the Company or its affiliates, or hire or engage any of the foregoing;
 - b. Otherwise interfere in any way with the relationship between the Company and its customers, employees, representatives, contractors, agents, licensees, or franchisees.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by the School and Generation Ready as of the date first set forth above.

GENERATION READY INC.

BY: 
 TITLE: Senior Vice President
 DATE: July 17 2015

Sacramento City Unified School District
5735 47th Avenue – Box 721
Sacramento, CA 95824

BY: _____
 TITLE: _____
 DATE: _____

Exhibit A - Scope of Services

Sacramento City Unified School District – K to 8 CCSS Math Implementation

Fees: \$250,000

Generation Ready specialist(s) will provide 100 days of support to coach and mentor the instructional leaders in the following activities:

Leadership:			
Principals Workshops	8 days with 1 consultant	8 x \$2500 =	\$20,000
Planning	10 days with 1 consultant	10 x \$2500 =	\$25,000
Training Specialists:			
Workshops	10 days with 1 consultant	10 x \$2500 =	\$25,000
Teachers:			
District Convenings - Workshops	18 days with 1 consultant	18 x \$2500 =	\$45,000
	14 days with 1 consultant	14 x \$2500 =	\$35,000
District Convenings - Planning	6 days with 1 consultant	6 x \$2500 =	\$15,000
Networks of Schools	18 days with 1 consultant	18 x \$2500 =	\$45,000
Networks of Schools - Planning	6 days with 1 consultant	6 x \$2500 =	\$15,000
Coaching:			
In School Job-Embedded	10 days with 1 consultant	10 x \$2500 =	\$25,000
Total		100 days =	\$250,000



2015-16 PROFESSIONAL SERVICES CONTRACT

CONTRACT SUMMARY

CLIENT: Sacramento City Unified School District
CLIENT CONTACT: Doug Huscher, Assistant Superintendent
NEP PROJECT LEAD: Lisa M. Lasky
PROJECT DURATION: August, 2015 – June, 2016
TOTAL CONTRACT AMOUNT: \$95,000

CONTRACT AGREEMENT

This Agreement is made this June 9, 2015, between the National Equity Project ("The Project") and Sacramento City Unified School District ("CLIENT"), regarding services to be provided by The National Equity Project.

1. The National Equity Project agrees to provide CLIENT with services, as detailed in the "Scope of Work," in exchange for total payment of \$95,000 for the time period August 2015- June 2016.
2. Payments made by CLIENT pursuant to this Agreement are inclusive of local travel expenses, defined as travel within 50 miles of Oakland, California. Expenses for all travel outside of the local area and other fees and expenses are not included in this Agreement and will be invoiced to the CLIENT based on actual costs.

CLIENT AGREEMENTS:

3. CLIENT will allocate appropriate time and human resources to permit The Project to complete the work outlined in the Scope of Work. CLIENT staff will actively participate in The National Equity Project events, hosting and attending site visits and peer reviews, and sharing information with audiences as appropriate.
4. CLIENT will participate in National Equity Project research and evaluation efforts including, but not limited to, data collection, surveys, and/or focus groups, and will provide National Equity Project with current data on school demographics, enrollment, staffing, and student achievement.
5. CLIENT will pay National Equity Project for the services outlined in the Scope of Work within 30 days of receipt of invoice. If payment is not received by the National Equity Project within 30 days of sending invoice, the account will be deemed delinquent and all outstanding amounts will become immediately due and payable. All services and related fees or expenses will be billed in installments over the contract period unless the CLIENT and The Project have otherwise agreed in writing to an alternate payment schedule.

6. Should CLIENT seek services beyond the Scope of Work from the Project, the parties may negotiate an additional and/or amended Scope of Work. Any such amendment/extension of this Agreement shall require the written agreement of both CLIENT and The Project. CLIENT will pay National Equity Project for the services outlined in the Scope of Work within 30 days of receipt of invoice. If payment for additional services is not received by the National Equity Project within 30 days of sending invoice, the account will be deemed delinquent and all outstanding amounts will become immediately due and payable.
7. CLIENT agrees to indemnify, defend with counsel approved by The Project, and hold harmless The Project, its employees, Board of Trustees, agents and affiliates from all liabilities, losses, claims and damages of any kind, including, without limitation, all consequential damages and expenses (including attorney fees), arising from or in any way connected to any services and operations provided under this Agreement, except for those losses/claims arising from the sole negligence or willful misconduct of The Project and its employees. It is understood and agreed that such indemnity shall survive the termination of this Agreement.
8. CLIENT agrees to provide attribution to the National Equity Project should they choose to reproduce or distribute any materials developed, created, or provided by the National Equity Project.

NATIONAL EQUITY PROJECT AGREEMENTS:

9. The Project will allocate appropriate time and human resources to complete the work outlined in the Scope of Work.
10. The Project may terminate this Agreement with thirty days written notice. If the Agreement is terminated by The Project, The Project will present CLIENT with a report outlining work completed through the date of termination.

MUTUAL CONTRACT AGREEMENTS:

11. Any notice given under this Agreement shall be sufficient if it is in writing and if sent by certified or registered mail. Notices shall be directed to the following addresses:

CLIENT: Doug Huscher, Asst. Superintendent
 Contact Name/Department

Sacramento City Unified School District
 Client Name


5735 47th Avenue
 Client Address

Sacramento, CA 95824
 City State Zip

THE PROJECT: Lisa M. Lasky, Senior Director
1720 Broadway, 4th Floor
Oakland, CA 94612

- 12. Governing Law: This Agreement shall be construed and enforced in accordance with the laws of the State of California. Any litigation related to or arising from this Agreement may be brought only in a state court within Alameda County, CA or federal court located within the Northern District of California, and the parties consent to the jurisdiction of such courts.
- 13. Complete Agreement: It is mutually understood and agreed that this Agreement constitutes the entire agreement between the parties (other than the Scope of Work) on the subjects encompassed herein; that all prior agreements, oral or written, are expressly superseded; and that no changes or modifications to the terms of this Agreement shall be valid unless made in writing and signed by both parties.
- 14. Attorneys Fees: If any action is brought for a declaration of rights under or to enforce the provisions of this Agreement, or for breach of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees as fixed by the Court.
- 15. Authority: Each person signing below represents and warrants that he/she is authorized to enter into this Agreement and to commit his/her organization to its terms.

NATIONAL EQUITY PROJECT:



Lisa Lasky, Senior Director

June 9, 2015

Please direct payment related questions to:

*Lisa Lasky, Senior Director
National Equity Project
1720 Broadway, 4th Floor
Oakland, CA 94612
510.208.0160 x308 | llasky@nationalequityproject.org*

CLIENT:

The CLIENT represents that it has full power and authority to enter into this Agreement and that is binding upon the Client and enforceable in accordance with its terms.

Sacramento City Unified School District

CLIENT Name, Title

Client Signature Gerardo Castillo, CPA
Chief Business Officer

Date

Please direct invoices and payment related questions to:

CLIENT:

Name: _____ **Title:** _____

Address: _____

E-mail: _____

Phone: _____ **Ext.** _____

SCOPE OF WORK

Project Unit	Deliverables	Cost
<p>DISCOVERY Listening Campaign</p> <p>3-4 days listening 4 days analysis and writing</p> <p>2 days planning and facilitation of engagement with report</p> <p><i>Fall 2015</i></p>	<p>(2-3 Senior NEP staff)</p> <ol style="list-style-type: none"> 1- Conduct the <i>Listening Campaign</i> through interviews, focus groups, community conversations 2- Analysis of data collected 3- Creation of a report with themes 4- Presentation and discussion with Superintendent and Cabinet 5- Planning and facilitation of Community Convening to make shared meaning of the data 	<p>\$30,000</p>
<p>DESIGN Executive Coaching and Strategy Design</p> <p>5 days (40 hours)</p> <p><i>Fall 2015</i></p>	<p>(1-2 Senior NEP Staff)</p> <p>Could be used for face to face meetings with a small team or phone consultation to design the process and steps for creating a system's approach to doing 'equity work'</p>	<p>\$10,000</p>

<p style="text-align: center;">DEVELOPMENT Equity Leadership Learning Series</p> <p style="text-align: center;">One full-day session Four half-day sessions</p> <p style="text-align: center;"><i>Fall – Winter 2016</i></p>	<p style="text-align: center;">(2 Senior NEP staff)</p> <p>Design and facilitation of a customized learning experience for invited school and system leaders to build skill and practice in the areas of 'Equity Competence'</p> <p>Materials and resources</p>	<p style="text-align: center;">\$25,000</p>
<p style="text-align: center;">Leading for Equity Institute Participation for a selected SCUSD Team</p> <p style="text-align: center;"><i>(February or March 2016)</i></p>	<ul style="list-style-type: none"> • 4-day residential institute (food and lodging included) • Resource Guide • Coached team time sessions • 6 participants registration fees 	<p style="text-align: center;">\$10,000</p>
<p style="text-align: center;">Teaching With a Cultural Eye 2-day Institute (for up to 100 people)</p> <p style="text-align: center;"><i>Spring 2016</i></p>	<p style="text-align: center;">(2-3 Senior NEP staff)</p> <p>Planning and facilitation of a customized learning experience for School Teams</p> <p>Materials and resources</p>	<p style="text-align: center;">\$20,000</p>
<p>TOTAL</p>		<p style="text-align: center;">\$95,000</p>

- Project cost includes planning time, travel time, materials development and production, coaching and facilitation.
- Project cost does not include direct expenses. Direct expenses include reasonable and customary out-of-pocket expenses such as travel, meals, accommodations and other expenses specifically related to this engagement. **These are estimated at 15% of total project cost.**
- We will invoice as follows (unless otherwise specified and agreed upon):

\$23,750 upon signing of the contract
\$23,750 in November 2014
\$23,750 in February 2016
\$23,750 in May 2016

- Additional services may be negotiated as needed.



SERVICES AGREEMENT

Date: July 1, 2015 **Place:** Sacramento, California

Parties: Sacramento City Unified School District, a political subdivision of the State of California, (hereinafter referred to as the "District"); and Lozano Smith, a professional corporation (hereinafter referred to as "Attorney").

Recitals:

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

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

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

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

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

ARTICLE 1. SERVICES.

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

Legal Counsel with respect to matters District specifically refers to Attorney; Legal services as reasonably required to represent District in such matters as may arise through the course of the school year; Take reasonable steps to keep District informed of significant developments and respond to District's inquiries regarding those matters.

ARTICLE 2. TERM.

This Agreement shall commence on July 1, 2015 and continue through June 30, 2016, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be



extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

ARTICLE 3. PAYMENT.

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

Fee Rate: Attorney will be paid for services rendered based upon the attached rate schedule (Exhibit B) with a not to exceed amount of one million dollars (\$1,000,000). Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects.

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of Raoul Bozio, Legal Services Manager, Sacramento City Unified School District, P. O. Box 246870, Sacramento, California 95824-6870.

ARTICLE 4. EQUIPMENT AND FACILITIES.

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

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

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

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

ARTICLE 6. INDEPENDENT CONTRACTOR.

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



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

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

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

ARTICLE 7. FINGERPRINTING REQUIREMENTS.

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

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

ARTICLE 8. MUTUAL INDEMNIFICATION.

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

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



ARTICLE 9. GENERAL LIABILITY INSURANCE.

Prior to commencement of services and during the life of this Agreement, Attorney shall provide the District with a certificate of insurance reflecting its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence naming District as an additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory. If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Attorney to the District.

ARTICLE 9(a). PROFESSIONAL LIABILITY INSURANCE

Prior to the commencement of services under this Services Agreement, the Attorney shall furnish to the District satisfactory proof that the Attorney has purchased professional liability coverage, on a claims made basis, extending protection to Attorney in an amount no less than Five Million Dollars (\$5,000,000) per claim, and Five Million Dollars (\$5,000,000) in the annual aggregate.

Each of Attorney's consultants shall, to the extent available, have errors and omissions insurance for their services as required or approved by the District. The District may, at its discretion and according to the circumstances, approve a variation in the foregoing insurance requirement, upon a determination that the coverage, scope, limits, and/or forms of such insurance are not commercially available.

ARTICLE 10. TERMINATION.

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

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

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



ARTICLE 11. ASSIGNMENT.

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

ARTICLE 12. NOTICES.

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

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

Attorney:
Lozano Smith
One Capitol Mall, Suite 640
Sacramento, CA 95814
Attn: Jerome M. Behrens, Attorney

ARTICLE 13. ENTIRE AGREEMENT.

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

ARTICLE 14. CONFLICT OF INTEREST.

The Attorney shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Attorney shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Attorney shall not hire any employee of the United States government to perform any service covered by this Agreement.

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



ARTICLE 15. NONDISCRIMINATION.

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

ARTICLE 16. SEVERABILITY.

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

ARTICLE 17. RULES AND REGULATIONS.

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

ARTICLE 18. APPLICABLE LAW/VENUE.

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

ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted.

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

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

LOZANO SMITH

By: _____
Gerardo Castillo, CPA
Chief Business Officer

By: _____
Jerome M. Behrens
Attorney at Law

Date

Date



EXHIBIT A

CERTIFICATION of COMPLIANCE

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

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

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

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

Authorized Signature

Date

Printed Name/Title



EXHIBIT B

LOZANO SMITH
ATTORNEYS AT LAW
A Professional Corporation

PROFESSIONAL RATE SCHEDULE
FOR SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Shareholder	\$ 250 per hour
Senior Attorney	\$ 220 per hour
Associate	\$ 210 per hour
Law Clerk II*	\$ 125 per hour
Law Clerk I/Paralegal	\$ 100 per hour

* Law School Graduate

Travel time shall be charged only from the attorney's nearest office to the destination and shall be prorated if the assigned attorney travels for two or more clients on the same trip. If Client requests a specific attorney, Client agrees to pay for all travel time of that specific attorney in connection with the matter.

2. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 1.00 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.



SERVICES AGREEMENT

Date: July 1, 2015 **Place:** Sacramento, California

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

Recitals:

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

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

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

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

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

ARTICLE 1. SERVICES.

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

Deaf interpreting services for students as requested by
the Special Education Department.

ARTICLE 2. TERM.

This Agreement shall commence on July 1, 2015, and continue through June 30, 2016 unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.



ARTICLE 3. PAYMENT.

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

Fee Rate: \$47.25 per hour of services as may be requested by District, not to exceed a maximum of 3,600 hours. District shall not pay travel and other expenses. Total fee shall not exceed One Hundred Seventy Thousand, One Hundred Dollars (\$170,100).

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of John Brown, Special Education Department, Sacramento City Unified School District, P.O. Box 246870, Sacramento, California 95824-6870.

ARTICLE 4. EQUIPMENT AND FACILITIES.

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

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

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

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

ARTICLE 6. INDEPENDENT CONTRACTOR.

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

The Contractor and their employees or agents rendering services under this agreement shall not be employees of the District for federal or state tax purposes, or for any other purpose. The Contractor acknowledges and agrees that it is the sole responsibility of the Contractor to report as income its compensation from the District and to make the requisite tax filings and payments



to the appropriate federal, state, and/or local tax authorities. No part of the Contractor's compensation shall be subject to withholding by the District for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

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

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

ARTICLE 7. FINGERPRINTING REQUIREMENTS.

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

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

ARTICLE 8. MUTUAL INDEMNIFICATION.

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

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

ARTICLE 9. INSURANCE.

Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a copy of its policy evidencing its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence. Contractor will also provide a written endorsement to such policy naming District as an additional insured, and such endorsement shall also state "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." If insurance is not kept in



force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

ARTICLE 10. TERMINATION.

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

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

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

ARTICLE 11. ASSIGNMENT.

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

ARTICLE 12. NOTICES.

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

District:
Sacramento City Unified School District
PO Box 246870
Sacramento CA 95824-6870
Attn: John Brown, Special Education

Contractor:
Eaton Interpreting Services
8213 Villa Oak Dr.
Citrus Heights, CA 95610
Attn: Kim Eaton, President



ARTICLE 13. ENTIRE AGREEMENT.

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

ARTICLE 14. CONFLICT OF INTEREST.

The Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Contractor shall not hire any employee of the United States government to perform any service covered by this Agreement. Contractor affirms to the best of their knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement. In the event of a change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to the District's attention in writing.

ARTICLE 15. NONDISCRIMINATION.

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

ARTICLE 16. SEVERABILITY.

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

ARTICLE 17. RULES AND REGULATIONS.

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

ARTICLE 18. APPLICABLE LAW/VENUE.

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



ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted.

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

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

EATON INTERPRETING SERVICES

By: _____
Gerardo Castillo, CPA
Chief Business Officer

By: _____
Kim Eaton
President

Date

Date

AGREEMENT FOR SERVICES

Between

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services-Expanded Learning
And

Sacramento Chinese Community Service Center

The Sacramento City Unified School District ("District") and Sacramento Chinese Community Service Center (SCCSC) collectively hereinafter referred to as "the Parties" hereby enter into this Agreement for program services ("Agreement") effective on May 6, 2015, ("Effective Date") with respect to the following recitals:

RECITALS

WHEREAS, the District desires to engage SCCSC to develop, maintain and sustain SUMMER MATTERS programing, providing summer academic and enrichment support services to the following sites during Summer 2015; A.M. Winn, Caroline Wenzel, John Bidwell, Nicholas, and Williamland Elementary Schools, Albert Einstein, California, Fern Bacon, John Still and Will C. Wood Middle Schools, and C.K. McClatchy, Luther Burbank, Hiram Johnson (located at West Campus) John F. Kennedy and Rosemont High Schools. The primary purpose of Summer Matters Programing is to provide academic enrichment opportunities, prevent summer learning loss, prevent childhood obesity and to improve the quality of life for families by providing educational and enrichment opportunities to parents and/or guardians; and

WHEREAS, SCCSC will work collaboratively with District to develop, support, coordinate, and implement the **Summerquest and Summer of Service programs** at each of the aforementioned sites. This collaboration is designed to keep students engaged in learning opportunities during the summer intercession, improve academic performance and attendance for students participants during the regular school year, prevent drop out, assist in the elementary to middle school transition, to provide students with active and exciting learning opportunities, literacy development, daily physical fitness opportunities, nutritious breakfast and lunch, to promote healthy lifestyle choices and provide opportunities for parents to actively participate in their children's education;

NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. Roles and Responsibilities.

i. SCCSC shall adhere to Attachment A Scope of Services and adhere to the SCUSD Expanded Learning Program Manual (located on SCUSD After School/Summer Website);

ii. SCCSC shall adhere to services outlined in SCUSD Contract Terms and Conditions

iii. District shall provide funding pursuant to Paragraph B, below. District shall provide and coordinate space and location of all programming and District-sponsored Summer Matters professional development, meetings, and trainings. District shall coordinate the convening of all contractors to facilitate program planning and modifications.

B. **Payment.** For provision of services pursuant to this Agreement, and meeting required attendance target or at minimum 85% of said target, District shall reimburse SCCSC for services not to exceed **\$359,529.00**, to be made in installments upon receipt of properly submitted invoices.

Breakdown:

Program	School Name	Contract Amount	Attendance Target
Summerquest	AM Winn	\$21,926.00	100 students
Summerquest	Caroline Wenzel	\$32,639.00	150 students
Summerquest	John Bidwell	\$21,926.00	100 students
Summerquest	Nicholas	\$21,926.00	100 students
Summerquest	Williamland	\$21,926.00	100 students
Summerquest	Woodbine	\$21,926.00	100 students
Summer of Service	Albert Einstein	\$21,726.00	100 students
Summer of Service	California	\$21,726.00	100 students
Summer of Service	Fern Bacon	\$21,726.00	100 students
Summer of Service	John Still (Middle)	\$21,726.00	100 students
Summer of Service	Will C Wood	\$21,726.00	100 students
Summer of Service	C.K. McClatchy	\$21,726.00	100 students
Summer of Service	Hiram Johnson (West)	\$21,726.00	100 students
Summer of Service	J. F. Kennedy	\$21,726.00	100 students
Summer of Service	Luther Burbank	\$21,726.00	100 students
Summer of Service	Rosemont	\$21,726.00	100 students

The final installment shall not be invoiced by SCCSC or due until completion of all obligations pursuant to this Agreement. For provisions of services pursuant to this Agreement, SCCSC shall provide documentation of a **\$71,905.80 in-kind match to the District.**

C. Independent Contractor. While engaged in providing the services provided in this Agreement and otherwise performing as set forth in this Agreement, SCCSC, and each of SCCSC's employees, is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the District.

D. Insurance Requirements. Prior to commencement of services and during the life of this Agreement, SCCSC shall provide the District with a copy of its policy evidencing its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence. SCCSC will also provide a written endorsement to such policy naming District as an additional insured, and such endorsement shall also state "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by SCCSC to the District.

E. Fingerprinting Requirements. SCCSC agrees that any employee it provides to District shall be subject to the fingerprinting and TB requirements set forth in the California Education Code. If an employee is disqualified from working for District pursuant to the requirements of the California Education Code, SCCSC agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been disqualified. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

F. Period of Agreement. The term of this Agreement shall be from May 6, 2015 through July 30, 2015. The District may terminate this Contract with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Contract by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

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

G. Indemnity. SCCSC agrees to indemnify and hold harmless the District and its successors, assigns, trustees, officers, employees, staff, agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by and/or its successors, assigns, directors, employees, officers, and agents related this Agreement. SCCSC has no obligation under this Agreement to indemnify and hold harmless the District and is not liable for any actions, causes of action, claims and demands whatsoever, and for any costs, damages, expenses, charges, debts or other liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by the District and/or its successors, assigns, trustees, officers, employees, staff, agents or students. The parties expressly agree that the indemnity obligation set forth in this Agreement shall remain in full force and effect during the term of this Agreement. The parties further agree that said indemnity obligations shall survive the termination of this Agreement for any actual or alleged act, omission, negligence, injury or other causes of action or liability that occurred during the term of this Agreement.

H. Severability. If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

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

J. Assignment. This Agreement is made by and between SCCSC and the District and any attempted assignment by them, their successors or assigns shall be void unless approved in writing by all parties.

K. Entire Agreement. This Agreement constitutes the entire agreement between SCCSC and District with respect to the subject matter hereof and supersedes all previous negotiations, proposals, commitments, writings advertisements publications and understandings of any nature whatsoever with respect to the same subject matter unless expressly included in this Agreement. The parties hereby waive the presumption that any ambiguities in a contract are read against the drafter of same. The parties further agree and represent that each of them are the drafters of every part of this Agreement.

L. Amendments. The terms of this Agreement shall not be amended in any manner except by written agreement signed by the parties.

M. Execution In Counterparts. This Agreement may be executed in counterparts such that the signatures of the parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.

N. Authority. Each party represents that they have the authority to enter into this Agreement and that the undersigned are authorized to execute this Agreement.

O. Approval/Ratification by Board of Education. This Agreement shall be subject to approval/ratification by the District's Board of Education.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate.

DISTRICT:

By: _____ Date _____
Gerardo Castillo
~~Interim~~ Chief Business Officer
Sacramento City Unified School District

SACRAMENTO CHINESE COMMUNITY SERVICE CENTER:

By: _____ Date _____
Authorized Signature

Print Name: _____

Title: _____

**Sacramento City Unified School District and SCCSC:
SUMMER MATTERS 2015 Scope of Services
Addendum- Attachment A**

DISTRICT shall:

1. Provide evaluation and/or survey of projects as required.
2. Provide a YDSS lead staff member that will provide SCUSD support, coaching, training and guidance needed to operate the summer programming
3. Host weekly meetings/professional development opportunities to identify and address program needs, successes, and provide assistance as needed.
4. Help train program staff and volunteers on District priorities, school procedures and educational/curriculum materials that should be integrated into the Program.
5. Help recruit students into the Program and provide the Program access to parents of participating students.
6. Help provide parents/student forums for the Program to obtain feedback on what is working and what new services/program elements need to be added/modified.
7. Provide daily student breakfast and lunch consistent with requirements of USDA.
8. Provide and end of Summer report to stakeholders addressing strengths and areas for improvement for further partnership.
9. Assist in grant compliance, grant reporting and assess quality assurance

SCCSC shall:

1. Provide comprehensive Summer Matters programming to include academic and enrichment interventions from **8:00 AM-2:00 PM, Monday -Thursday** at designated program sites. **Program will run from June 22, 2015-July 30, 2015.** Program elements shall also include other educational and enrichment/recreational activities, violence prevention, alcohol tobacco and other drug education and prevention activities, and family literacy activities.
2. Work closely with school sites and District to keep student enrollment and daily attendance as close to the target as possible and within the agreed upon parameter as outlined in the grant award. Student attendance will be monitored by SCCSC and adjustments made to ensure that the program maximizes all funding reimbursements not exceeding available funding.
3. Work collaboratively with the District to create a comprehensive program plan for the Summer program. The plan will be shared out with stakeholders.
4. Provide an end of program report on status of all outcomes and objectives.
5. Maintain and provide to the District daily attendance and program activities records.
6. Comply with requirements of the USDA related to administration and operation of breakfast and lunch
7. Supply the staff, materials, supervision, and volunteer recruitment for designated school sites
8. Develop special activities or field trips for the sites individually and collectively. SCCSC shall obtain prior parental permission for students' participation in District sponsored field trips and excursions, and obtain prior permission from the school site principal or designee.
9. Attend designated Partnership meetings, as well as other planning meetings as necessary.
10. Work collaboratively with the other outside service providers contracted by the District to provide summer services at school sites.
11. Communicate progress of project/partnership development on a timely and consistent manner to the District
12. Communicate new partnership opportunities with the District.
13. Provide at least one full time program manager per program that is employed until end of contract on 7/30/15 and sufficient staffing to maintain a 20:1 student/staff ratio.
14. Utilize the YDSS Quality Assurance tool for monitoring and evaluation on a regular basis throughout the team
15. Provide in-kind support and direct services totaling 20% of total contract and such financial support to be itemized and reported monthly to the District
16. Act as liaison with parents in supporting the family literacy and family engagement

AGREEMENT FOR SERVICES

Between

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services-Expanded Learning
And**

City of Sacramento, START

The Sacramento City Unified School District (“District”) and the City of Sacramento, START (START) collectively hereinafter referred to as “the Parties” hereby enter into this Agreement for program services (“Agreement”) effective on May 6, 2015, (“Effective Date”) with respect to the following recitals:

RECITALS

WHEREAS, the District desires to engage CITY OF SACRAMENTO, START to develop, maintain and sustain SUMMER MATTERS programing, providing summer academic and enrichment support services to the following sites during Summer 2015; Elder Creek Elementary, Ethel Phillips Elementary, Golden Empire Elementary, O. W. Erlewine Elementary and Peter Burnett Elementary Schools. The primary purpose of Summer Matters Programing is to enhance literacy opportunities, prevent summer learning loss, prevent childhood obesity and to improve the quality of life for families by providing educational opportunities to parents and/or guardians; and

WHEREAS, CITY OF SACRAMENTO, START will work collaboratively with District to develop, support, coordinate, and implement the **Summerquest program** at each of the aforementioned sites. This collaboration is designed to keep students engaged in learning opportunities during the summer intercession, improve academic performance and attendance for students participants during the regular school year, provide students with active and exciting learning opportunities, literacy development, daily physical fitness opportunities, nutritious breakfast and lunch, promote healthy lifestyle choices and provide opportunities for parents to actively participate in their children’s education;

NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. Roles and Responsibilities.

- i. START shall adhere to Attachment A Scope of Services and adhere to the SCUSD Expanded Learning Program Manual (located on SCUSD After School/Summer Website);
- ii. START shall adhere to services outlined in SCUSD Contract Terms and Conditions
- iii. District shall provide funding pursuant to Paragraph B, below. District shall provide and coordinate space and location of all programing and District-sponsored Summer Matters professional development, meetings, and trainings. District shall coordinate the convening of all contractors to facilitate program planning and modifications.

B. Payment. For provision of services pursuant to this Agreement, and meeting required attendance target or at minimum 85% of said target, District shall reimburse START for services not to exceed **\$141,769.00**, to be made in installments upon receipt of properly submitted invoices.

Breakdown:

Program	School Name	Contract Amount	Attendance Target
Summerquest	Elder Creek Elem.	\$42,352.00	200 students
Summerquest	Ethel Phillips Elem.	\$21,926.00	100 students
Summerquest	Golden Empire Elem.	\$21,926.00	100 students
Summerquest	O.W. Erlewine Elem.	\$21,926.00	100 students
Summerquest	Peter Burnett Elem.	\$32,639.00	150 students

The final installment shall not be invoiced by START or due until completion of all obligations pursuant to this Agreement. For provisions of services pursuant to this Agreement, START shall provide documentation of a **\$28,354.00 in-kind match to the District.**

C. Independent Contractor. While engaged in providing the services provided in this Agreement and otherwise performing as set forth in this Agreement, START, and each of START employees, is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the District.

D. Insurance Requirements. Prior to commencement of services and during the life of this Agreement, START shall provide the District with a copy of its policy evidencing its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence. START will also provide a written endorsement to such policy naming District as an additional insured, and such endorsement shall also state "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by START to the District.

E. Fingerprinting Requirements. **START agrees that any employee it provides to District shall be subject to the fingerprinting and TB requirements set forth in the California Education Code.** If an employee is disqualified from working for District pursuant to the requirements of the California Education Code, START agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been

disqualified. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

F. Period of Agreement. The term of this Agreement shall be from May 6, 2015 through July 30, 2015. The District may terminate this Contract with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Contract by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

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

G. Indemnity. START agrees to indemnify and hold harmless the District and its successors, assigns, trustees, officers, employees, staff, agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by and/or its successors, assigns, directors, employees, officers, and agents related this Agreement. START has no obligation under this Agreement to indemnify and hold harmless the District and is not liable for any actions, causes of action, claims and demands whatsoever, and for any costs, damages, expenses, charges, debts or other liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by the District and/or its successors, assigns, trustees, officers, employees, staff, agents or students. The parties expressly agree that the indemnity obligation set forth in this Agreement shall remain in full force and effect during the term of this Agreement. The parties further agree that said indemnity obligations shall survive the termination of this Agreement for any actual or alleged act, omission, negligence, injury or other causes of action or liability that occurred during the term of this Agreement.

H. Severability. If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

I. Applicable Law/Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this

Agreement shall constitute a waiver of immunity to suit by the District.

J. Assignment. This Agreement is made by and between START and the District and any attempted assignment by them, their successors or assigns shall be void unless approved in writing by all parties.

K. Entire Agreement. This Agreement constitutes the entire agreement between START and District with respect to the subject matter hereof and supersedes all previous negotiations, proposals, commitments, writings advertisements publications and understandings of any nature whatsoever with respect to the same subject matter unless expressly included in this Agreement. The parties hereby waive the presumption that any ambiguities in a contract are read against the drafter of same. The parties further agree and represent that each of them are the drafters of every part of this Agreement.

L. Amendments. The terms of this Agreement shall not be amended in any manner except by written agreement signed by the parties.

M. Execution In Counterparts. This Agreement may be executed in counterparts such that the signatures of the parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.

N. Authority. Each party represents that they have the authority to enter into this Agreement and that the undersigned are authorized to execute this Agreement.

O. Approval/Ratification by Board of Education. This Agreement shall be subject to approval/ratification by the District's Board of Education.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate.

DISTRICT:

By: _____
Gerardo Castillo
~~Interim~~ Chief Business Officer
Sacramento City Unified School District
_____ Date

CITY OF SACRAMENTO, START:

By: _____
Authorized Signature
_____ Date

Print Name: _____

Title: _____

**Sacramento City Unified School District and City of Sacramento, START:
SUMMER MATTERS 2015 Scope of Services
Addendum- Attachment A**

DISTRICT shall:

1. Provide evaluation and/or survey of projects as required.
2. Provide a YDSS lead staff member that will provide SCUSD support, coaching, training and guidance needed to operate the summer programming
3. Host weekly meetings/professional development opportunities to identify and address program needs, successes, and provide assistance as needed.
4. Help train program staff and volunteers on District priorities, school procedures and educational/curriculum materials that should be integrated into the Program.
5. Help recruit students into the Program and provide the Program access to parents of participating students.
6. Help provide parents/student forums for the Program to obtain feedback on what is working and what new services/program elements need to be added/modified.
7. Provide daily student breakfast and lunch consistent with requirements of USDA.
8. Provide and end of Summer report to stakeholders addressing strengths and areas for improvement for further partnership.
9. Assist in grant compliance, grant reporting and assess quality assurance

City of Sacramento, START shall:

1. Provide comprehensive Summer Matters programming to include academic and enrichment interventions from **8:00 AM-2:00 PM, Monday -Thursday** at designated program sites. **Program will run from June 22, 2015-July 30, 2015.** Program elements shall also include other educational and enrichment/recreational activities, violence prevention, alcohol tobacco and other drug education and prevention activities, and family literacy activities.
2. Work closely with school sites and District to keep student enrollment and daily attendance as close to the target as possible and within the agreed upon parameter as outlined in the grant award. Student attendance will be monitored by START and adjustments made to ensure that the program maximizes all funding reimbursements not exceeding available funding.
3. Work collaboratively with the District to create a comprehensive program plan for the Summer program. The plan will be shared out with stakeholders.
4. Provide an end of program report on status of all outcomes and objectives.
5. Maintain and provide to the District daily attendance and program activities records.
6. Comply with requirements of the USDA related to administration and operation of breakfast and lunch
7. Supply the staff, materials, supervision, and volunteer recruitment for designated school sites
8. Develop special activities or field trips for the sites individually and collectively. START shall obtain prior parental permission for students' participation in District sponsored field trips and excursions, and obtain prior permission from the school site principal or designee.
9. Attend designated Partnership meetings, as well as other planning meetings as necessary.
10. Work collaboratively with the other outside service providers contracted by the District to provide summer services at school sites.
11. Communicate progress of project/partnership development on a timely and consistent manner to the District
12. Communicate new partnership opportunities with the District.
13. Provide at least one full time program manager per program that is employed until end of contract on 7/30/15 and sufficient staffing to maintain a 20:1 student/staff ratio.
14. Utilize the YDSS Quality Assurance tool for monitoring and evaluation on a regular basis throughout the team
15. Provide in-kind support and direct services totaling 20% of total contract and such financial support to be itemized and reported monthly to the District
16. .Act as liaison with parents in supporting the family literacy and family engagement



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1b

Meeting Date: August 6, 2015

Subject: Approve Personnel Transactions

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

Division: Human Resource Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:

1. Certificated Personnel Transactions Dated August 6, 2015
2. Classified Personnel Transactions Dated August 6, 2015

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 08/06/2015

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/RE-EMPLOY							
GILLESPIE	EMILY	C	Teacher High School	NEW TECH	7/1/2015	6/30/2016	EMPLOY .50 PROB2 7/1/15
STAGNARO	JOHN	B	Teacher K-8	ALICE BIRNEY WALDORF	7/1/2015	6/30/2016	EMPLOY PROB 2 7/1/15
KRANZ	MORGAN	0	Teacher Spec Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/30/2016	EMPLOY PROB0 7/1/15
SANCHEZ	LEANA	0	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2015	6/30/2016	EMPLOY PROB0 9/3/15
CHASKO	JEANNE	E	Teacher Elementary	HUBERT H BANCROFT ELEMENT,	7/1/2015	6/30/2016	EMPLOY TC 7/1/15-6/30/16
THORSON	KAYLA	C	Teacher K-8	JOHN H. STILL - K-8	7/1/2015	6/30/2016	REEMPL PROB2 7/1/15
JOHNSON KELLER	MARISSA	A	Teacher Middle School	SUTTER MIDDLE SCHOOL	7/1/2015	6/30/2016	REEMPLOY FR 39 MO RR 7/1/15
PALENY	MARINA	C	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	8/27/2014	6/30/2015	REEMPLOY PROB2 8/27/14
EXTEND							
SCIN	JACQUELYNNI	Q	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2015	6/30/2016	EXT .60 LTA(B) 7/1/15-6/30/16
ELLERBEE	WILLIAM	Q	Assoc Supt Learning SPT	VISITING EDUCARS	7/1/2015	6/30/2016	EXT LTA (A) 7/1/15 - 6/30/16
MCPETERS	KENNETH	R	CoorIII AttnD Dropout Pre	ENROLLMENT CENTER	7/1/2015	6/30/2016	EXT LTA (A) 7/1/15 - 6/30/16
HUSCHER	DOUGLAS	A	Asst Supt: Equity	EQUITY ACCESS & EXCELLENCE	7/1/2015	6/30/2016	EXT LTA 7/1/15 - 6/30/16
KUE	KA	Q	Adm & Family Svcs Tech	ENROLLMENT CENTER	7/1/2015	7/31/2015	EXT LTA(B) 7/1/15-6/30/16
MITCHELL	CHRISTINE	Q	Teacher Elementary	HUBERT H BANCROFT ELEMENT,	7/1/2015	6/30/2016	EXT LTAA 7/1 - 6/30/16
BELL	STACEY	Q	Direr I Youth Developme	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PERM LTA (A) 7/1/15-6/30/16
ELLERMAN	JENNIFER	R	Teacher Special Assign	RESEARCH & EVALUATION SERV	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
FRANZELLA	SHONNA	Q	Teacher Special Assign	RESEARCH & EVALUATION SERV	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
PERRYMAN	JOHN	R	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
SYNHORST	KARA	Q	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
LEAIRD	JAMES	Q	Teacher Elementary	CAPITAL CITY SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
MANASLISKI	SUSAN	R	Teacher High School	CAPITAL CITY SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
REMETA	EMRE	R	Teacher Elementary	CAPITAL CITY SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
SCHMELZER	KEITH	R	Teacher Elementary	CAPITAL CITY SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
HENRIKSON	ELIZABETH	R	Teacher Middle School	SUTTER MIDDLE SCHOOL	7/1/2015	6/30/2016	EXT PERM LTA B 7/1-6/30/15
MARKSTEIN	RITA	A	Teacher Elementary	BG CHACON ACADEMY	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15 - 6/30/16
GUEVARA	ERACLIO	B	Principal Elementary Sch	CESAR CHAVEZ INTERMEDIATE	7/1/2015	6/30/2016	EXT PROB1 LTA (A) 7/1 - 6/30/16
RE-ASSIGN/STATUS CHANGE							
ANDREW	JONATHAN	A	Teacher Spec Ed	SAM BRANNAN MIDDLE SCHOOL	7/1/2015	6/30/2016	RE FR TCH RES SPED 7/1/15
LAMPKINS	TARA	B	Site Instruction Coordinar	PACIFIC ELEMENTARY SCHOOL	7/1/2015	6/30/2016	RE/ WVG CHG FR G1/ TR 7/1/15
SHINTAKU	ADRIANA	0	Teacher Resource Specia	SAM BRANNAN MIDDLE SCHOOL	7/1/2015	6/30/2016	REA FR TCHR SP ED 7/1/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
SIMES	ALISON	A	Teacher Elementary	BOWLING GREEN ELEMENTARY	7/1/2015	6/30/2016	REA /STCHG FR LTA 7/1/15
LAMPKINS	TARA	B	Assistant Principal Elem	PACIFIC ELEMENTARY SCHOOL	7/1/2015	6/30/2016	REA/ WVG CHG FR G1/ TR 7/1/15
FINNEY	GEORGE	A	Teacher Resource Spec	ROSA PARKS MIDDLE SCHOOL	7/1/2015	6/30/2016	REA FR TEACHER SPED 7/1/15
FRANCIS	ANDREA	A	Teacher Resource Eleme	BOWLING GREEN ELEMENTARY	7/1/2015	6/30/2016	REA/ STCHG/TR 7/1/15
JONAS	JULIA	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/30/2016	REA/STCHG .20 PERM/TR 7/1/15
WATTERS	CHARLIE	R	Principal Middle School	VISITING EDUCARS	7/1/2015	6/30/2016	REA/STCH PERM LTA B 7/1-6/30/16
HERNANDEZ	JOSE	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2015	6/30/2016	REA/TR FR MULTI LING 7/1/15
WILLIAMS	ENA	A	Teacher K-8	JOHN H. STILL - K-8	7/1/2015	6/30/2016	REA/TR FR PARKWAY 7/1/15
NEWN	CYNTHIA	A	Teacher Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2015	6/30/2016	REA/TR FR REA 7/1/15
JOHNSON	RANDY	A	Teacher Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2015	6/30/2016	REA/TR FR SES 7/1/15
ARELLANO	OLGA	B	Area Assistant Superinter	LEARNING SUPPORT UNIT B	7/1/2015	6/30/2016	REA/STCH/PROB1/TR 7/1/15
BRIDGES	RACHEL	A	Teacher Elementary	HOLLYWOOD PARK ELEMENTAR'	7/1/2015	6/30/2016	STCH FR .4/TR 7/1/15
ELY	MARCI	A	Teacher Elementary	HUBERT H BANCROFT ELEMENT,	7/1/2015	6/30/2016	STCH PERM LTA B 7/1-6/30/16
ANTRIM	CHRISPHER	B	Teacher High School	ROSEMONT HIGH SCHOOL	7/1/2015	6/30/2016	STCH 1.0 7/1/15
MILLER	ALISON	R	Teacher Elementary	PHOEBE A HEARST BASIC ELEM.	7/1/2015	6/30/2016	STCH/TR PERM LTA B 7/1-6/30/16
WILLIAMS	TARA	B	Teacher Spec Ed	HOLLYWOOD PARK ELEMENTAR'	7/1/2015	6/30/2016	STCH PROB 1/SAL CHG 7/1/15
LIN	VICRIA	B	Teacher Elementary	NEW JOSEPH BONNHEIM	7/1/2015	6/30/2016	STCH PROB1/WVG CH 7/1/15
CORREIA	LAURA	A	Teacher Resource Spec	HOLLYWOOD PARK ELEMENTAR'	7/1/2015	6/30/2016	STCH FR .60 / 1 FTE TOTAL
BUCKINGHAM	VICRIA	A	Teacher Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCH FR 10 12 MONTHS 7/1/15
CLAR	RAMAN	A	Teacher Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCH/WVG G2 8 HR/D
LEMONS	DENISE	A	Teacher Elementary Spec	JOHN BIDWELL ELEMENTARY	7/1/2015	6/30/2016	STCHG .20 PERM 7/1/15
NEWMAN	MINDEN	C	Teacher Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG .20 PERM 7/1/15
PEREIRA	ANTHONY	A	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG .40 7/1/15
ABRAHAMS	ANNA LISA	A	Teacher Resource	CALIFORNIA MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG .40 PERM 7/1/15
GULLANS	JOHN	A	Teacher High School	NEW TECH	7/1/2015	6/30/2016	STCHG .40 PERM 7/1/15
HER	NENG	A	Training Specialist	JOHN H. STILL - K-8	7/1/2015	6/30/2016	STCHG .50 7/1/15
DANIEL	MINERVA	A	Teacher K-8	GENEVIEVE DIDION ELEMENTAR'	7/1/2015	6/30/2016	STCHG .50 PERM 7/1/15
DANIEL	MINERVA	A	Teacher K-8	MARTIN L. KING JR ELEMENTARY	7/1/2015	6/30/2016	STCHG .50 PERM 7/1/15
KACHAGIN	ANNA	A	Teacher K-8	JOHN H. STILL - K-8	7/1/2015	6/30/2016	STCHG .50 PERM 7/1/15
PEREIRA	ANTHONY	A	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG .60 7/1/15
ABRAHAMS	ANNA LISA	A	Teacher Resource	CALIFORNIA MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG .60 PERM 7/1/15
JONES	LORA	A	School Nurse	HEALTH SERVICES	7/1/2015	6/30/2016	STCHG .80 PERM 7/1/15
LATINO	CHRISTINE	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG 1.0 7/1/15
WILLIAMS	DOMINIQUE	Q	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG 1.0 LTA(B)/TR 7/1-6/30/16
FLOYD	MALCOLM	A	Teacher Resource Spec	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG 1.0 PERM 7/1/15
PINEDA	CLAUDIA	A	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2015	6/30/2016	STCHG 1.0 PERM 7/1/15
CORREIA	LAURA	A	Teacher Resource Spec	SAM BRANNAN MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG FR .40/TR
MARTINEZ	YVETTE	A	Teacher Childrens Cente	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCHG 7/1/15
O'CUDEHAY	CHRISTIN	A	Teacher High School	HEALTH PROFESSIONS HIGH SCI	7/1/2015	6/30/2016	STCHG FR LTA 7/1/15
WILSON	TIFFANY	C	Asst PrncplSupt Prty (Ele	OAK RIDGE ELEMENTARY SCHO	7/1/2015	6/30/2016	STCHG FR LTA 7/1/15
ROLLERI	DANIEL	C	PrincipalSupt Priority (Ele	OAK RIDGE ELEMENTARY SCHO	7/1/2015	6/30/2016	STCHG FR LTA. 7/1/15
MACK	JARRAMIAH	A	Teacher Elementary Spec	NEW JOSEPH BONNHEIM	7/1/2015	6/30/2016	STCHG 7/1/15
DECKARD	HEATHER	A	Training Specialist High	CURRICULUM & PROF DEVELOP	7/1/2015	6/30/2016	STCHG FR PERM LTA 7/1/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LEE-FERNANDEZ	ANNETTE	A	Teacher Resource Eleme	BOWLING GREEN ELEMENTARY	7/1/2015	6/30/2016	STCHG FR PERM LTA 7/1/15
MOUA-YANG	MAI	A	Teacher Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2015	6/30/2016	STCHG FR PERM LTA 7/1/15
JARVIS YSUIZA	JENNIFER	A	Teacher Elementary	BRET HARTE ELEMENTARY SCH	7/1/2015	6/30/2016	STCHG / TR 7/1/15
PADILLA	ANGELICA	A	Teacher Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCHG/WVG CHG 12MO 7/1/15
CHAPMAN	ERIC	C	PrincipalSupt Priority (Ele	LEATAATA FLOYD ELEMENTARY	7/1/2015	6/30/2016	STCHG FR PROB LTA 7/1/15
GARCIA	OSCAR	D	Assistant Principal Elem	ETHEL I. BAKER ELEMENTARY	7/1/2015	6/30/2016	STCHG FR PROB LTA 7/1/15
DE LA RRE	MAYRA	C	Teacher Elementary	NEW JOSEPH BONNHEIM	7/1/2015	6/30/2016	STCHG FR PROB1 7/1/15
LASALLE	KARI	Q	Training Specialist	ETHEL PHILLIPS ELEMENTARY	7/1/2015	6/30/2016	STCHG LTA(B) 7/1/15-6/30/16
SALOMON	JESSICA	Q	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG LTA(B) 7/1/15-6/30/16
ALVARADO	OLIVIA	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
BACHMAN-TAVIANINI	THERESA	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
BORGMAN	CHRISTINA	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
FORMAN	REBECCA	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2015	6/30/2016	STCHG PERM 7/1/15
GARIBAY	PEDRO	A	Teacher Resource HS Cc	AMERICAN LEGION HIGH SCHOO	7/1/2015	6/30/2016	STCHG PERM 7/1/15
KOREN	ALEXIS	A	School Nurse	HEALTH SERVICES	7/1/2015	6/30/2016	STCHG PERM 7/1/15
MARTIN	DANIELLE	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
MEGO	MARIA	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG PERM 7/1/15
THOMPSON	KELLY	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
WAGERS	HEATHER	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
WEBB	RACHEL	A	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
WONG	TED	A	Teacher Resource	CALIFORNIA MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG PERM 7/1/15
MAHER	EUTILIA	A	Teacher High School	WEST CAMPUS	7/1/2015	6/30/2016	STCHG PERM/INT POS CHG 7/1/15
TARMAN	JULIE	A	Teacher High School	WEST CAMPUS	7/1/2015	6/30/2016	STCHG PERM/INT POS CHG 7/1/15
NGUYEN	BRUCE	C	Counselor High School	CAPITAL CITY SCHOOL	7/1/2015	6/30/2016	STCHG PROB2 LTA 7/1-6/30/16
JACOBS	JOSEPH	A	Teacher High School	CAPITAL CITY SCHOOL	7/1/2015	6/30/2016	STCHG 1.0 7/1/15
RANZIERI	CARLENE	A	Teacher Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCHG 1.0 FTE CAL G2 7/1/15
DORROUGH	FRANCHINE	A	Teacher Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCHG 12 MO 7/1/15
PEIFER	JACQUELINE	A	Teacher Childrens Cente	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCH/ WVG CHG 7/1/15
MARTINEZ	CHRISTINA	A	Teacher Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	STCHG 7/1/15
SHAW	MICHAEL	R	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	7/1/2015	6/30/2016	STCHG PERM LTA/ TR 7/1-6/30/16
CLARIN	RACHEL	A	Teacher Elementary	JOHN BIDWELL ELEMENTARY	7/1/2015	6/30/2016	STCHG PERM 7/1/15
FERGUSON	AMANDA	A	Teacher Spec Ed	ROSA PARKS MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG PERM POS 7/1/15
DEVEREUX	LENORE	C	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	8/15/2015	STCHG PROB2 7/1/15
HUBBARD	JONATHAN	C	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG PROB2 7/1/15
JOHNSON	IAN	B	Teacher Elementary	NEW JOSEPH BONNHEIM	7/1/2015	6/30/2016	STCHG PROB2 7/1/15
GARCIA	OSCAR	D	Assistant Principal Elem	ETHEL I. BAKER ELEMENTARY	7/1/2015	6/30/2016	STCHG PROB3 7/1/15

LEAVES

HAVEY	JENNIFER	A	Teacher K-8	ROSA PARKS MIDDLE SCHOOL	7/1/2015	6/30/2016	LOA (UNPD) ED 7/1/15-6/30/16
LOFN	KRISTI	A	Teacher Elementary	OAK RIDGE ELEMENTARY SCHO	7/1/2015	6/30/2016	LOA (UNPD) PA 7/1/15-6/30/16
RANKINS	SARAH	A	Teacher Elementary	SUSAN B. ANTHONY ELEMENTAR	7/1/2015	9/14/2015	LOA EXT (UNPD)/TR 7/1/15-9/14/15
OCHOA	EMILY	A	School Psychologist	SPECIAL EDUCATION DEPARTME	7/1/2015	6/30/2016	LOA EXT(UNPD) PA7/1-6/30/16

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
ANDORF	DEBORAH	A	Teacher Elementary	WILLIAM LAND ELEMENTARY	7/1/2015	9/26/2015	LOA PD EXT FMLA 7/1-9/26/15
BURKHOUSE	CRAIG	A	Teacher Elementary	PHOEBE A HEARST BASIC ELEM.	7/1/2015	6/30/2016	LOA -PERSONAL (UNP) 7/1-6/30/16
KAPP	CHRISTINE	A	Teacher High School	WEST CAMPUS	7/18/2015	6/30/2016	LOA RT PD HE 7/18/15
SMITH	RENEE	A	Teacher Elementary	BRET HARTE ELEMENTARY SCH	7/1/2015	6/30/2016	LOA RTN (PD) FMLA 7/1/15
ROSS-DORIS	JODIE	A	Training Specialist	BG CHACON ACADEMY	6/13/2015	6/30/2015	LOA RTN (UNPD) PA 6/13/15
SCHNACK	SARAH	A	Teacher Elementary	BRET HARTE ELEMENTARY SCH	7/1/2015	6/30/2016	LOA RTN (UNPD)/ TR 7/1/15
LITTLE	TRACY	A	Teacher Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2015	6/30/2016	LOA(UNPD)/TR 7/1/15
GO	KACIE	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2015	6/30/2016	RET FR UNPD PA LOA 7/1/15
REEVES	CHRISTINE	A	Teacher K-8	LEONARDO da VINCI ELEMENTAR	7/1/2015	6/30/2016	RTN FR HE LOA (PD) 7/1/15
SCHNACK	WARREN	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2015	6/30/2016	RTN FR LOA (UNPD) 7/1/15

SEP/RESIGN/RETIRE

GILLESPIE	EMILY	B	Teacher High School	NEW TECH	8/11/2014	6/30/2015	SEP 39 MO RR 6/30/15
LEE	SAMUEL	A	School Psychologist	SPECIAL EDUCATION DEPARTME	7/1/2014	6/30/2015	SEP RESIGN RL 6/30/15
KNOX	CARIE	NULL	Teacher Resource Specia	ROSA PARKS MIDDLE SCHOOL	7/1/2015	7/6/2015	SEP RESIGN RL 7/6/15
HASTINGS	LYDIA	A	Teacher Elementary	CROCKER/RIVERSIDE ELEMENTA	7/1/2014	6/12/2015	SEP RETIRE RV 6/12/15
KROUPA	RICHI	A	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	6/30/2015	SEP RL 6/12/16
CRAINE	MATTHEW	A	Teacher High School	NEW TECH	7/1/2014	6/5/2015	SEP RL 6/5/15
LEE	JANET	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	7/23/2015	SEP RL 7/23/15
JONES	STEPHANIE	A	Teacher Spec Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	7/29/2015	SEP RL 7/29/15
MC EWEN	THERESA	C	Dir 3 HS Reform Initiative	ACADEMIC ACHIEVEMENT	7/1/2015	7/31/2015	SEP/ RESIGN OJ 7/31/15
MOLINA	MEGAN	A	Counselor High School	C. K. McCLATCHY HIGH SCHOOL	3/19/2015	6/30/2015	SEP/39 MO RR 6/30/15
OHAYON	MYRHA	B	School Social Worker	INTEGRATED COMMUNITY SERVI	10/7/2014	6/30/2015	SEP/39MO RR 6/30/15
CHAPMAN	AMANDA	Q	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2014	6/30/2015	SEP/NG 6/12/15
DORN	SHAKERA	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2015	7/30/2015	SEP/RES 7/30/15
YEE	WENDY	A	Teacher K-8	ROSA PARKS MIDDLE SCHOOL	7/1/2014	6/30/2015	SEP/RESIGN OJ. 6/30/15
ROUNDTREE	WANDA	C	Direr III Child Developm	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/30/2015	SEP/RESIGN (PL) 6/30/15
ROSS-DORIS	JODIE	A	Teacher Elementary	LEATAATA FLOYD ELEMENTARY	7/1/2015	7/15/2015	TR 7/1/15 SEP/RESIGN 7/15/15
SWOBODA	DAWN	A	Teacher Middle School	ALBERT EINSTEIN MIDDLE SCHO	7/1/2015	7/10/2015	SEP/RESIGN 7/10/15
WEBSTER	BRADLEY	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2015	7/13/2015	SEP/RESIGN 7/13/15
JONES	WILLIAM	Q	Assistant Principal High S	LUTHER BURBANK HIGH SCHOOL	7/1/2015	7/24/2015	SEP/RESIGN 7/24/15
MACHADO-ROLAND	EUNICEANN	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2014	6/30/2015	SEP/RET 6/30/15
LEE-MAH	ELAINE	A	Teacher Resource	H.W. HARKNESS ELEMENTARY	7/1/2014	6/30/2015	SEP/RETIRE 6/12/15
KADRY	JENNIFER	R	Teacher High School	CAREER & TECHNICAL PREPARA	7/1/2014	6/12/2015	SEP/RETIRE 6/12/15

Attachment 2: CLASSIFIED 08/06/2015

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/RE-EMPLOY							
LEE	JOHN	B	Aumotive Service Attend	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	EMPL PROB2 7/1/15
ROSA	RUTH	B	Adult Ed Cusmer Rel Clk	NEW SKILLS & BUSINESS ED. CTI	7/6/2015	6/30/2016	REEMPLOY PROB1 7/6/15
EXTEND							
CHANG	MAY	Q	Youth Services Pgm Assr	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
LOBAN	LAWRENCE	Q	Coord II Work Based Lea	ACADEMIC ACHIEVEMENT	7/1/2015	6/30/2016	EXT LTA (A) 7/1/15 - 6/30/16
KIRKENDOLL	PAULINE	Q	Sch Community Liaison II	FOSTER YOUTH SERVICES PROC	7/1/2015	6/30/2016	EXT LTA (B) 7/1/15-6/30/16(B)
KIRKENDOLL	PAULINE	Q	Instructional Aide	FOSTER YOUTH SERVICES PROC	7/1/2015	6/30/2016	EXT LTA (B) 7/1/15-6/30/16(bi)
GHOLAR	LAUREATE	R	Youth Services Pgm Assr	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT LTA (B) 7/1/15-6/30/16
PHAM	KHAI	R	Gang Violence Prev/Intrv	SAFE SCHOOLS OFFICE	7/1/2015	6/30/2016	EXT LTA(A) 7/1/15-6/30/16
GARDNER	JOHNNY	Q	Walking Attendant	PACIFIC ELEMENTARY SCHOOL	7/1/2015	8/26/2015	EXT LTA(B) 7/1/15-6/30/16
GUTIERREZ	LIBBY	Q	School Community Liaiso	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	EXT LTA(B) 7/1/15-6/30/16
HERR	EMILY	Q	Youth/Family Mntl Hlth Ac	INTEGRATED COMMUNITY SERVI	7/1/2015	3/31/2016	EXT LTA(B) 7/1/15-6/30/16
MARTINEZ	ELIZABETH	R	Youth Employment Servic	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	6/30/2016	EXT LTA/STCHG LTA(A) 7/1-6/30/15
KENERY	GLENNIELYN	Q	Youth Services Specialist	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PER LTA (B) 7/1/15-6/30/16
FERNANDES	MICHAEL	R	Applications Spec I	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
ESTRADA	RAYMOND	Q	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	12/31/2015	EXT PERM LTA (A) 7/1/15-6/30/15
REBUYON	ROLAND	R	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	6/30/2016	EXT PERM LTA (A) 7/1/15-6/30/16
RAMOS-PRINCE	EILEEN	Q	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	6/30/2016	EXT PERM LTA (A). 7/1/15-6/30/16
NARVAEZ	CHRISTINA	R	Youth Services Pgm Assr	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
ULLOA	JAIME	R	Youth Services Pgm Assr	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
FISHER	DYLAN	Q	Youth Services Pgm Assr	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
NIEVES	ANA	R	Clerk III	FOSTER YOUTH SERVICES PROC	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
VANG	FONG	Q	Cusdian	CAPIL COLLEGIATE ACADEMY	7/1/2015	6/30/2016	EXT PERM LTA (B) 7/1/15-6/30/16
HUANG	RENPING	R	Teacher Assistant Bilingu	WILLIAM LAND ELEMENTARY	7/1/2015	6/30/2016	EXT PERM LTA 7/1/15-6/30/16
BARRIERE	MARGARITA	R	Linked Learning/CTP Pgr	ACADEMIC ACHIEVEMENT	7/1/2015	6/30/2016	EXT PERM LTA(A) 7/1-6/30/16
STRINGFELLOW	ERNEST	Q	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	6/30/2016	EXT PERM LTA/ 7/1/15-6/30/16
CARNERO	MARK	Q	Youth Services Specialist	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PROB 1 LTA (A) 7/1/15-6/30/16
AGPOON	MARLON	Q	Fire Alarm Tech	FACILITIES MAINTENANCE	7/1/2015	6/30/2016	EXT PROB LTA (A) 7/1-6/30/16
DORN	CLIFFORD	R	Lead Fire Alarm Tech	FACILITIES MAINTENANCE	7/1/2015	6/30/2016	EXT PROB LTA (A) 7/1-6/30/16
SAEPHARN	NAI HIN	R	Fire Alarm Tech	FACILITIES MAINTENANCE	7/1/2015	6/30/2016	EXT PROB LTA (A) 7/1-6/30/16
FIGUEROA	BEATRIZ	Q	Clerk III	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	EXT PROB LTA (B) 7/1-15-6/30/15
VASQUEZ	ENEDINA	Q	Cusdian	SOL AUREUS COLLEGE PREP	7/1/2015	6/30/2016	EXT PROB LTA (B) 7/1/15-6/30/16
PHONG	CUONG	R	Fire Alarm Tech	FACILITIES MAINTENANCE	7/1/2015	6/30/2016	EXT PROB LTA 7/1-6/30/16

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
RE-ASSIGN/STATUS CHANGE							
BROWN	ELIZABETH	B	School Plant Ops Mngr II	WILL C. WOOD MIDDLE SCHOOL	7/20/2015	2/29/2016	REA /TR7/20/15
ASRGIA	TANYA	B	Controller-Bookkeeper H	ENGINEERING AND SCIENCES HS	7/1/2015	6/30/2016	REA/STCHG .50 PROB1/TR 7/1/15
ALEXANDER	YOLANDA	B	Cusdian	ENGINEERING AND SCIENCES HS	7/24/2015	9/30/2015	REA/STCHG 1.0/TR 7/24/15
HISAMO	SARA	A	Clerk II	MATSUYAMA ELEMENTARY SCH	7/11/2015	6/30/2016	REA/WVG CHG/TR 7/11/15
BOLANDER	CLIFN	B	Dist Facilities Op Spec	BUILDINGS & GROUNDS/OPERAT	7/1/2015	6/30/2016	REA/STCH PROB 7/1/15
CONN	RICHARD	B	Operation Specialist	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	REAS/STCH PROB 1
NINETE	NORMA	A	Pgm Records Tech CAM	FACILITIES MAINTENANCE	7/1/2015	6/30/2016	REA/TR/STCH PERM 7/1/15
VUE	MAI	A	Teacher Assistant Bilingu	PACIFIC ELEMENTARY SCHOOL	7/1/2015	6/30/2016	STCH .40625 PERM 7/1/15
GARCIA	ESTHER	A	Clerk II	CALEB GREENWOOD ELEMENTA	7/1/2015	6/30/2016	STCH FROM .4375 7/1/15
LOPEZ	MAXINE	R	School Plant Ops Mngr I	LANGUAGE ACADEMY	7/1/2015	6/30/2016	EXT PER LTA (B) 7/1/15-6/30/16
SMITH	DENNIS	A	School Plant Ops Mngr I	JAMES W MARSHALL ELEMENTA	7/1/2015	6/30/2016	STCH PERM 7/1/15
SMITH	WELLINGN	Q	Youth Services Pgm Assc	YOUTH DEVELOPMENT	7/1/2015	6/30/2016	STCH PERM LTA (B) 7/1-6/30/16
ALVAREZ BEVENS	TINA	Q	Pgm Records Tech-P&C	FACILITIES SUPPORT SERVICES	7/1/2015	6/30/2016	STCH PERM LTA 7/1-6/30/16
HALEEM	JOANNE	A	Instructional Aide	PONY EXPRESS ELEMENTARY SC	7/1/2015	6/30/2016	STCHG .475 FTE 7/1/15
RRES	ROXANNE	A	Instructional Aide	WILL C. WOOD MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG .1875 7/1/15
VAZQUEZ	DAMARIS	A	Teacher Assistant Bilingu	PACIFIC ELEMENTARY SCHOOL	7/1/2015	6/30/2016	STCHG .40625 PERM 7/1/15
SANDLIN	MARYLOU	A	Parent Advisor	WOODBINE ELEMENTARY SCH	7/1/2015	9/30/2015	STCHG .46875 PERM 7/1/15
PHUNG	LIEN	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
WHITTEN	TRISHA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
DO	TIM	A	Inst Aid Spec Ed	CALIFORNIA MIDDLE SCHOOL	7/1/2015	2/28/2016	STCHG .625 PERM 7/1/15
NGUYEN	DAVE	A	Inst Aid Spec Ed	JOHN H. STILL - K-8	7/1/2015	6/30/2016	STCHG .625 PERM 7/1/15
ALLEN	SHAWNA	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
ALVAREZ	COLLEEN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
ARIZAGA	CLAUDIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
ARROYO	VICRIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
AUGUSTA	CORENA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
BAN	CHRISTI	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
BARRON	MARIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
BELL	CHAVEZ	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	4/30/2016	STCHG .6250 7/1/15
BROWN	TINA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
BUFORD	MAMIE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
CAIN	CLIFFORD	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
CALLOWAY	GIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
CAO	DOUGLAS	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
CASTANEDA ALFARO	MIGUEL	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .6250 7/1/15
COOPER	SNEY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
CRAWLEY	KELLYN	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .6250 7/1/15
CROSS	MARTHA	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
CRUZ	GLADYS	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
DAM	HUNG	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
DAVIS	GENEVA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
DAVIS	JOHNNIE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
DEL RO	CRISTINA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
DELAROSA	DAVID	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	10/31/2015	STCHG .6250 7/1/15
DELIZO	RONALD	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
DUDLEY	DANNY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
FARIAS	ANABEL	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
FRAZIER	DENNIS	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GARCIA	AMANDA	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .6250 7/1/15
GARCIA	MELIZA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .6250 7/1/15
GARCIA	ROSALBA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GARN	WILLIAM	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GILL	MANJINDER	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GONZALEZ	ESTHER	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GONZALEZ	GLADYS	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GREY	ALONZO	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .6250 7/1/15
GUTIERREZ	JESSE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
GUTIERREZ	RAYMOND	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	4/30/2016	STCHG .6250 7/1/15
HALEY	KATHERINE	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
HANKINS	JASON	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
HAZEWOOD	WUNGAR	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
HERNANDEZ	JOSEPH	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
HUERTA	ANNA	B	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	5/31/2016	STCHG .6250 7/1/15
IRVING	JOANNE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
JACKSON	DAVID	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
JACKSON	ROSE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
KATZ	MICHAEL	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
KIENE	JOHN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LA	DAVIS	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LAGER	YVETTE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LE	TRUONG	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LEDESMA	JUAN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .6250 7/1/15
LEE	ALICE	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LONG	AMBER	C	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	2/29/2016	STCHG .6250 7/1/15
LOPEZ	JENNY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LUC	DAT	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LUCAS	DAVID	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
LUEVANO	ANDRES	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
YOUNG	JIMMY	A	Campus Monir	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	6/30/2016	STCHG .875 7/1/15
BOYER	BRUCE	A	Instructional Aide	WILL C. WOOD MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG FR .1875 7/1/15
ALI	HASMUL	A	Library Media Tech Asst	ELDER CREEK ELEMENTARY SCH	7/1/2015	6/30/2016	STCHG/WVG/TR 7/1/15
COVERT	BONNIE	Q	Teacher Assistant Bilingu	BG CHACON ACADEMY	7/1/2015	6/30/2016	STCHG/EXT LTA A 7/1-6/30/16
BOYER	BRUCE	A	Campus Monir	WILL C. WOOD MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG FR .8125 7/1/15

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RRES	ROXANNE	A	Campus Monir	WILL C. WOOD MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG FR .8125 7/1/15
LEDESMA	JANICE	A	Office Tchncn III	AMERICAN LEGION HIGH SCHOO	7/1/2015	6/30/2016	STCHG FR 1.0 7/1/15
RODRIGUEZ	PATRICIA	A	Attendance Tech I	SUCCESS ACADEMY	7/1/2015	6/30/2016	STCHG FR 1.0 7/1/15
PETRALLI	EDWARD	C	Mngr I Facilities Maint	FACILITIES MAINTENANCE	7/1/2015	6/30/2016	STCHG FR LTA 7/1/15
RRES	ISABEL	B	Clerk II	BOWLING GREEN ELEMENTARY	7/1/2015	10/31/2015	STCHG FR LTA 7/1/15
CERVERA CABRAL	MARIA	A	Teacher Assistant Bilingu	BG CHACON ACADEMY	7/1/2015	12/31/2015	STCHG FR LTA 7/1/15
KOLOAMATANGI	VEISINIA	A	Campus Monir	HIRAM W. JOHNSON HIGH SCHOO	7/1/2015	6/30/2016	STCHG FR PERM LTA 7/1/15
MOUA	KIA	A	Certified Occup Therapy	SPECIAL EDUCATION DEPARTME	7/1/2015	6/30/2016	STCHG FR PERM LTA 7/1/15
POWELL	KEISHA	A	Adult Ed Cusmer Rel Clk	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	12/31/2015	STCHG FR PERM LTA 7/1/15
McVAY	MARIA	A	Clerk I	NICHOLAS ELEMENTARY SCHOO	7/1/2015	6/30/2016	STCHG/WVG CHG 7/1/15
JONES	KENT	C	Mngr II Dist Ops & Sec S	BUILDINGS & GROUNDS/OPERAT	7/1/2015	6/30/2016	STCHG FR PROB1 LTA 7/1/15
GARCIA	BRIANA CARIN	R	Teacher Assistant Bilingu	PACIFIC ELEMENTARY SCHOOL	7/1/2015	9/30/2015	STCHG LTA (B) 7/1/15-6/30/16
SINICHENKO	OLGA	R	Education Entrepreneur	NEW SKILLS & BUSINESS ED. CTI	7/1/2015	6/30/2016	STCHG LTA(A) 7/1/14-6/30/15
EDWARDS	DELORES	Q	Office Tchncn II	ACCELERATED ACADEMY	7/1/2015	6/30/2016	STCHG LTA(B) 7/1/15-6/30/16
THAO	BILLY	R	Instructional Aide	ACCELERATED ACADEMY	7/1/2015	6/30/2016	STCHG LTA(B) 7/1/15-6/30/16
CHAVEZ	MAGDA	A	Youth/Family Mntl Hlth Ac	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG PERM 7/1/15
RRES	ELIZABETH	A	Student and Family Supp	INTEGRATED COMMUNITY SERVI	7/1/2015	11/3/2015	STCHG PERM 7/1/15
KANE	VIRGINIA	A	Library Media Tech Asst	DAVID LUBIN ELEMENTARY SCHC	7/1/2015	6/30/2016	STCHG .60 FTE 7/1/15
WITTING	LINDA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
MARISCAL	RICARDO	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
McGLOTHIN	ELMON	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 EF 7/1/15
TRAN	TUAN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 17/1/15
MAI	HUNG	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
MARTIN	CEDRIC	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
MARTINEZ	JOSE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
MASON	AUSTIN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
McINTYRE	DANA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
MINOR	OLIVIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
MITCHELL	SHARIE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
MOORE	BARBARA	A	Bus Attendant	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
MURPHY	JACKIE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
MYRICK	WONNIE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
NGUYEN	HUNG	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
NGUYEN	HUY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
NGUYEN	LINDA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	9/30/2015	STCHG .625 7/1/15
NUGENT	CATHLIN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	2/29/2016	STCHG .625 7/1/15
ODOM	LUTHER	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
ODOM	RAMSEY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
ORTIZ	CELIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
ORTIZ	FRANCISCO	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
PERRES	ZENA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
PHAN	MINH	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
PITTS	GAYLA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15

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PRICE URIBE	ELIZABETH	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	10/31/2015	STCHG .625 7/1/15
RAINES	THERESA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
RITCHESON-FISCHER	KIM	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
ROBERTSON	ARTHIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
RODRIGUEZ	ELIZABETH	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
RODRIGUEZ	GABRIEL	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	4/30/2016	STCHG .625 7/1/15
SAECHAO	NAI	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SANCHEZ	DESIRAE	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
SANS	LETICIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SARRARAZ	SUSAN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SHARP	JENNIFER	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SMITH	MISTY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SPAGNER	ANGELIA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SPARKS	GLENDA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
TEEPLE	JUDITH	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
THORNN	GREGORY	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
WALTHALL	HERSHELL	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
WELCH	REGINA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
WEST	CARI	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
WILLS	CASONDRA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
WORTHY	SHBRON	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SINGH	VEER	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SANCHEZ	BARBARA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .6250 7/1/15
ROY	NORMA	A	Campus Monir	SAM BRANNAN MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG .75 7/1/15
LIEMTHONGSAMOUT	LA	B	Office Tchncn III	SAM BRANNAN MIDDLE SCHOOL	7/1/2015	10/31/2015	STCHG 1.0 7/1/15
OLIVER	DEANA	A	Clerk II	CROCKER/RIVERSIDE ELEMENTA	7/1/2015	6/30/2016	STCHG 1.0 FTE 7/1/15
LUNA	JULIAN	A	IEP Desig Inst Para-Sp E	SPECIAL EDUCATION DEPARTME	7/1/2015	1/31/2016	STCHG PERM FR .875 FTE 7/1/15
BOLDS	STACEY	A	School Office Manager I	ETHEL I. BAKER ELEMENTARY	7/1/2015	6/30/2016	STCHG PERM/TR FR 0850 7/1/15
RANEY	DEMERIS	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
WADE	ADAM	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	STCHG .625 7/1/15
MILES	KAREN	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	6/30/2016	STCHG .625 7/1/15
SAEPHAN	CHRISPHER	A	Inst Aid Spec Ed	JAMES W MARSHALL ELEMENTAI	7/1/2015	7/31/2015	STEP 4 1/1/13
DOLLSON	MARLANA	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	10/31/2015	WVG CHG LH/STCHG .6250 7/1/15
JARDINE	SHERYL	B	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	8/31/2015	WVG CHG LH/STCHG .6250 7/1/15

LEAVES

MARQUEZ	RICARDO	A	Laborer-Gardener	FACILITIES MAINTENANCE	7/1/2015	9/5/2015	LOA (UNP) ED7/1/15-9/2/15
COOK	ELFREDA	A	IEP Desig Inst Para-Sp E	SPECIAL EDUCATION DEPARTME	6/25/2015	6/30/2015	LOA RTN (PD) ADMIN 6/25/15
AYALA	ELIZABETH	A	Campus Monir	JOHN F. KENNEDY HIGH SCHOOL	5/29/2015	6/30/2015	AMEND LOA UNPD HE 5/29-6/30/15

SEP/RESIGN/RETIRE

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ALLEN	SUZETTE	A	Inst Aid Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	6/30/2015	RET RV 6/11/15
ALEXANDER	YOLANDA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMI	10/1/2014	6/30/2015	SEP OJ 6/30/15
PATN	JEWEL	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/13/2015	SEP PL 6/13/15
WEBSTER	KRISTY	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMI	1/26/2015	6/1/2015	SEP RESIGN 6/1/15
PRICE	KEYONNA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMI	2/1/2015	6/11/2015	SEP RESIGN 6/11/15
CASANOVA	LEONEL	A	School Plant Ops Mngr III	C. K. McCLATCHY HIGH SCHOOL	7/1/2015	7/10/2015	SEP RETIRE 7/10/15
WALKER	BENNIE	A	School Plant Ops Mngr I	H.W. HARKNESS ELEMENTARY	7/1/2015	7/10/2015	SEP RETIRE 7/10/15
WARE	GWENDOLYN	A	School Office Manager III	LUTHER BURBANK HIGH SCHOOL	4/29/2015	6/17/2015	LOA 4/29-6/17/15/SEP LW 6/18/15
GALE	ERIN	B	Instructional Aide	HUBERT H BANCROFT ELEMENT,	11/4/2014	6/30/2015	SEP/39 MO RR 6/30/15
CAMPBELL	JENNIFER	B	Instructional Aide	H.W. HARKNESS ELEMENTARY	2/4/2015	6/30/2015	SEP/39 MO RR 6/30/15
MARTINEZ	MARIA	B	Teacher Assistant Bilingu	ETHEL PHILLIPS ELEMENTARY	3/24/2015	6/30/2015	SEP/39MO RR 6/30/15
SAECHOU	NAI SENG	A	Teacher Assistant Bilingu	JOHN H. STILL - K-8	7/1/2014	6/30/2015	SEP/39MO RR 6/30/15
VAZQUEZ	DAMARIS	Q	Teacher Assistant Bilingu	REASSIGNED	7/1/2014	6/30/2015	SEP/39MO RR 6/30/15
VUE	MAI	Q	Teacher Assistant Bilingu	REASSIGNED	7/1/2014	6/30/2015	SEP/39MO RR 6/30/15
TILLER	HEATHER	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	12/16/2014	6/30/2015	SEP/39MO RR 6/30/15
AYALA	ELIZABETH	A	Campus Monir	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	7/23/2015	EXT LOA 7/1-23/15/SEP RR 7/23/15
MURDOCK	TIKARA	B	Assessment Technician	RESEARCH & EVALUATION SERV	7/1/2015	7/13/2015	SEP/PR 7/13/15
VASQUEZ	OLIVIA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMI	7/1/2014	6/30/2015	SEP/RESIGN 6/30/15
GRIFFIN	KITTY	R	Youth Services Pgm Assx	YOUTH DEVELOPMENT	7/1/2015	7/30/2015	SEP/RESTIGN 7/30/15
HAUGHN	MAY	A	Inst Aid Spec Ed	ROSA PARKS MIDDLE SCHOOL	7/1/2015	8/7/2015	SEP/RETIRE RV 8/7/15
THOMAS	CAROLYN	A	Office Tchncn III	SUTTER MIDDLE SCHOOL	7/1/2015	7/1/2015	SEP/RETIRE 7/1/15
PIERCE	PEGGY	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2014	6/11/2015	SEP/RETIRE 6/11/15
DRUMMOND	MARTHA	A	Inst Aid Spec Ed	JAMES W MARSHALL ELEMENTAI	7/1/2014	6/30/2015	SEP/RETIRE 6/30/15
HAYS	LINDA	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2015	7/4/2015	SEP/RETIRE 7/4/15
DRUMMOND	MARTHA	A	Instructional Aide	JAMES W MARSHALL ELEMENTAI	7/1/2014	6/30/2015	SEP/RETIRE ECT 6/30/15
GONZALEZ	ROSA	A	Home Visir First 5 HB	CHILD DEVELOPMENT PROGRAM	10/1/2014	6/30/2015	SEP/RR 6/30/15



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1c

Meeting Date: August 6, 2015

Subject: Resolution No. 2849 - Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2015 – 2016 and Levying and Apportioning the Special Tax as Provided Therein

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

Learning Support Unit/Department: Facilities Support Services

Recommendation: Approve Resolution No. 2849 - Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2015 – 2016 and Levying and Apportioning the Special Tax.

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

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

Financial Considerations: Additional restricted revenue to the District (\$1,580,953.65).

LCAP GOAL 2: Safe, Clean and Healthy Schools

Documents Attached:

1. Resolution No. 2849
2. CFD No. 2 Special Tax Report

Estimated Time of Presentation: N/A

Submitted by: Cathy Allen, Chief Operations Officer

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2849

**A RESOLUTION APPROVING THE SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES
DISTRICT NO. 2 TAX REPORT FOR FISCAL YEAR 2015-16
AND LEVYING AND APPORTIONING THE SPECIAL TAX
AS PROVIDED THEREIN**

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2**

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

WHEREAS, the Sacramento City Unified School District Community Facilities District No. 2 Tax Report, Fiscal Year 2015-16 (the "Tax Report") has been submitted to the Board and the Board has determined to approve the Tax Report to levy the special tax at the rates specified in the Tax Report and to apportion them in the manner specified therein.

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

Section 1. The Sacramento City Unified School District CFD No. 2 Tax Report, Fiscal Year 2015-16, in the form submitted to this meeting and on file with the Board is hereby approved and adopted.

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

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

Section 4. In order to have the tax levied hereby collected in the next tax collection period and thus available to finance the facilities approved by the electors of CFD No. 2, the Superintendent shall deliver the Tax Report together with a certified copy of this Resolution to the tax collector of the County of Sacramento no later than August 15, 2015.

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

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

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

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

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

APPROVED, PASSED, AND ADOPTED by the Governing Board of the Sacramento City Unified School District this 6th day of August 2015, by the following vote, to wit:

AYES:

NOES:

ABSTAIN:

ABSENT:

President of the Board of Education

ATTEST:

Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT No. 2

SPECIAL TAX REPORT

FISCAL YEAR 2015-16

JULY 2015

PURSUANT TO THE MELLO-ROOS COMMUNITY FACILITIES ACT OF 1982

ENGINEER OF WORK:

SCIConsultingGroup

4745 MANGELS BOULEVARD

FAIRFIELD, CALIFORNIA 94534

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SUMMARY

The Sacramento City Unified School District formed Sacramento City Unified School District Community Facilities District No. 2 (CFD #2) for the purpose of financing new and improved school facilities for students generated by new development within the District. CFD #2 was formed after receiving over two-thirds support (on an acreage voting basis) from property owners included within the Community Facilities District. The special tax proceeds from this CFD are being used to finance school construction bonds and / or provide public school facilities. This Report summarizes the fiscal year 2015-16 Special Tax, Method of Apportionment, and other related data.

There are currently 1,382 parcels in CFD #2, which includes both subdivided and non-subdivided parcels. As of June 30, 2015 1,329 building permits for new homes within the Community Facility District have been issued, 17 parcels have prepaid their CFD #2 tax obligation in full. The total annual special tax to be collected within CFD #2 for fiscal year 2015-16 is \$1,580,953.65. Table 1 summarizes the current and historical Special Tax data by year.

TABLE 1 - SUMMARY OF SPECIAL TAX LEVIES BY YEAR

Fiscal Year	Total	Total Parcels	Total Tax ¹
	Parcels	Taxed	
1997-98	409	254	\$126,570.65
1998-99	469	393	\$196,990.14
1999-00	580	404	\$203,171.20
2000-01	579	415	\$221,988.44
2001-02	581	474	\$280,281.20
2002-03	578	536	\$343,608.30
2003-04	671	620	\$454,881.34
2004-05	953	861	\$753,486.22
2005-06	1202	1091	\$970,726.79
2006-07	1202	1150	\$1,060,729.52
2007-08	1205	1166	\$1,087,599.74
2008-09	1302	1181	\$1,156,744.20
2009-10	1299	1186	\$1,210,796.34
2010-11 ²	1299	1184	\$1,182,605.48
2011-12	1299	1201	\$1,230,718.74
2012-13	1298	1224	\$1,313,280.10
2013-14	1298	1261	\$1,394,193.84
2014-15	1382	1320	\$1,510,651.95
2015-16	1382	1329	\$1,580,953.65

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

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

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

TABLE 2 - SUMMARY OF SPECIAL TAX LEVIES BY YEAR

Year Built	Mitigation Rate Per New SFR [1]	Mitigation Rate Per New MFR	Parcels Taxed	Total Tax*
1992-93	\$4.35	\$2.53	29	\$17,631.54
1993-94	\$4.55	\$2.66	3	\$3,015.47
1994-95	\$4.77	\$2.78	42	\$38,539.75
1995-96	\$5.00	\$2.91	1	\$1,221.35
1996-97	\$5.23	\$3.05	174	\$155,272.56
1997-98	\$5.48	\$3.20	141	\$127,442.72
1998-99	\$5.74	\$3.35	9	\$9,767.77
1999-00	\$6.02	\$3.51	12	\$14,984.25
2000-01	\$6.30	\$3.67	59	\$69,086.61
2001-02	\$6.60	\$3.85	65	\$76,960.62
2002-03	\$6.91	\$4.03	81	\$124,758.04
2003-04	\$7.24	\$4.22	261	\$368,307.38
2004-05	\$7.59	\$4.42	211	\$274,802.40
2005-06	\$7.95	\$4.63	60	\$89,002.38
2006-07	\$8.32	\$4.85	19	\$18,561.53
2007-08	\$8.72	\$5.08	2	\$3,104.32
2008-09	\$9.13	\$5.33	5	\$5,042.68
2009-10	\$9.57	\$5.58	11	\$10,615.00
2010-11	\$10.02	\$5.84	15	\$20,242.02
2011-12	\$10.49	\$6.11	23	\$23,634.90
2012-13	\$10.99	\$6.40	38	\$42,836.90
2013-14	\$11.51	\$6.70	59	\$74,240.51
2014-15	\$12.06	\$7.02	9	\$11,882.95
Total			1329	\$1,580,953.65

NOTES:

[1] The mitigation rate is the rate multiplied by residential square footage for the first fiscal year of new constructed SFR and MFR units.

[2] The multiplier is the rate at which the annual special tax is calculated by applying to the mitigation rates * assessable space minus any prepayments.

* The total tax and number of special tax units listed are the amounts submitted to the County Auditors (after any revisions for property changes).

ADMINISTRATION OF COMMUNITY FACILITIES DISTRICT

GENERAL ADMINISTRATIVE REQUIREMENTS

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

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

DELINQUENCY PROCEDURES

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

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

NOTICES OF SPECIAL TAX LIEN

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

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

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

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

REPORTING REQUIREMENTS

PUBLIC INFORMATION

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

ASSESSOR AND AUDITOR FILING AND REPORTING

Pursuant to the Act, the Mello-Roos Community Facilities Annual Report along with all special tax levies for the upcoming fiscal year must be filed with the County Auditor by August 15. The report and special tax levies will be submitted and confirmed for the fiscal year 2015-16.

CDIAC REPORTING

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

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

RATE AND METHOD OF APPORTIONMENT OF SPECIAL TAX

EXHIBIT B - THE SPECIAL TAX FORMULA

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

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

1. Definitions. The following definitions shall apply:
 - A. "Assessable Space" means a quantity equal to the area (expressed in square feet) within the perimeter of a residential structure, not including any carport, walkway, garage, overhang, patio, enclosed patio, detached accessory structure or similar structure. This quantity shall be determined by the Superintendent in accordance with the standard practice used by the building department of the city or county issuing the building permit when calculating structural perimeters.
 - B. "Assessor's Parcel" ("Parcel") means a parcel of land designated on a map of the Sacramento County Assessor and assigned a discrete identifying number.
 - C. "Authorized Costs" means all authorized costs and expenses of the CEO set forth by law, and all costs necessary to administer the bonds, collect and administer the special taxes, and administer the CFD, including but not limited to funds to pay current debt service on the bonds, to accumulate funds for future debt service, to pay amounts delinquent on the bonds (or to become delinquent based upon past special tax delinquencies), to replenish the reserve fund to its proper level (or to reimburse payment to be made from the reserve fund based upon past special tax delinquencies), to pay directly for any authorized facilities or to accumulate funds for that purpose.
 - D. "Board" means the District's and CFD's Governing Board.
 - E. "CFD" or "CFD No. 2" means the Community Facilities District No. 2 of the Sacramento City Unified School District.
 - F. "District" means the Sacramento City Unified School District.
 - G. "Escalation Factor" means a rate of not more than 4.75 % per annum to be annually determined by the Board at the time taxes are levied and to be used to

calculate the Mitigation Rate.

- H. "Fiscal Year" means the period starting on July 1 and ending on the following June 30, except that the first Fiscal Year shall commence on the date the Board adopts the Resolution of intention to form CFD No. 2 and shall end on the next succeeding June 30.
 - I. "Mitigation Rate" means, for calculations of the Special Tax payable in the first Fiscal Year, with respect to Multifamily Residential Property, \$2.42 per square foot of Assessable Space and, with respect to Single Family Residential Property, \$4.15 per square foot of Assessable Space and, for calculations of the Special Tax payable in each Fiscal Year thereafter, such amounts increased each Fiscal Year by the Escalation Factor and otherwise adjusted as provided in Section (B) hereof.
 - J. "Multifamily Residential Property" means Residential Property for which a building permit for multifamily dwelling units is expected to be issued.
 - K. "Residential Property" ("Property") means an Assessor's Parcel within CFD No. 2 that is zoned for residential use.
 - L. "Single Family Residential Property" means Residential Property for which a building permit for a single family detached dwelling unit is expected to be issued.
 - M. "Special Tax" means the special tax or special taxes authorized to be levied within CFD No. 2.
 - N. "Superintendent" means the District Superintendent or the Superintendent's designee.
 - O. "Tax Collection Schedule" means document to be prepared annually by the Superintendent for use by the Sacramento County Auditor in collecting the annual installments of the Special Tax each Fiscal Year.
 - P. "Tax-Exempt Property" means any property within CFD No. 2 that in accordance with Section 2 hereof will not be taxed.
 - Q. "Territory to be Annexed" means any territory that is within District boundaries but not included within the boundaries of CFD No. 2 upon formation.
2. Tax-Exempt Property:

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

- A. If a public agency owning property including property held in trust for any beneficiary, that is exempt from a special tax pursuant to Government Code Section 53340 grants a leasehold after January 1, 1988, or other possessory interest in the property to a nonexempt person or entity, the Special Tax shall, notwithstanding Government Code Section 53340, be levied in the leasehold or possessory interest and shall be payable by the owner of the leasehold or possessory interest.
- B. If property not otherwise exempt from a special tax is acquired by a public entity other than the District through a negotiated transaction, or by gift or devise, the Special Tax shall, notwithstanding Government Code Section 53340, continue to be levied on the property acquired and shall be enforceable against the public entity that acquired the property.
- C. If property subject to a special tax is acquired by a public entity through eminent domain proceedings, the obligation to pay the Special Tax shall be treated as if it were a special annual assessment. For this purpose, the present value of the obligation to pay the Special Tax to pay the principal and interest on any indebtedness incurred by the CFD prior to the date of apportionment determined pursuant to Section 5082 of the Revenue and Taxation Code shall be treated the same as a fixed lien special assessment.

Parcels that are not Residential Property shall not be taxed

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

- A. At the beginning of each Fiscal Year, the Superintendent shall classify each Assessor's Parcel in CFD No. 2 as Tax-Exempt Property or as either Multifamily or Single Family Residential Property by reference to the standard practices of the city or county issuing building permits (or similar authorizations) for such Parcel.
- B. At the time taxes are levied each Fiscal Year, the Board shall determine the Escalation Factor and calculate the Mitigation Rate applicable for such Fiscal Year.
- C. At the beginning of each Fiscal Year, the Board shall levy the Special Tax as follows:
 - (1) For Tax-Exempt Property, no tax shall be levied.
 - (2) For each parcel for which a building permit issues during such Fiscal Year, the Board shall levy the Special Tax in an amount equal to the product of the Mitigation Rate and the Assessable Space of such Parcel.

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

4. Payment of the Special Tax.

- A. The Special Tax is due upon the issuance of a building permit, or similar authorization for mobilehomes, for any Residential Property. Payment shall be made to the Superintendent by cashier's check or certified check payable to the CFD, and the Superintendent shall issue a receipt for payment showing the date and amount. If the Special Tax is not paid in Full, or if the owner elects (in accordance with the requirements of subsection B below) to pay all or part of the amount due in annual installments, the amount of the Special Tax that remains unpaid (the "Carryover Amount") shall be payable in annual installments (with interest) over a thirty-year period, calculated as described in subsection C below.
- B. A Parcel owner may elect to pay the Special Tax in annual installments. Such election shall be made at the time a building permit or similar authorization for the Parcel is issued, shall be in writing on a form provided by the Superintendent, and shall be accompanied by payment of any part of the Special Tax that such owner elects to pay immediately.
- C. If all or part of the Special Tax will be paid in annual installments, the amount payable in each year after the Special Tax has become due shall be the product of the Carryover Amount and the installment factor listed in the table below for such year:

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

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

5. Collection of Installments of the Special Tax

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

6. Termination of the Special Tax.

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

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

7. Appeals and Interpretation Procedure.

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

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

8. Claim for Refund.

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

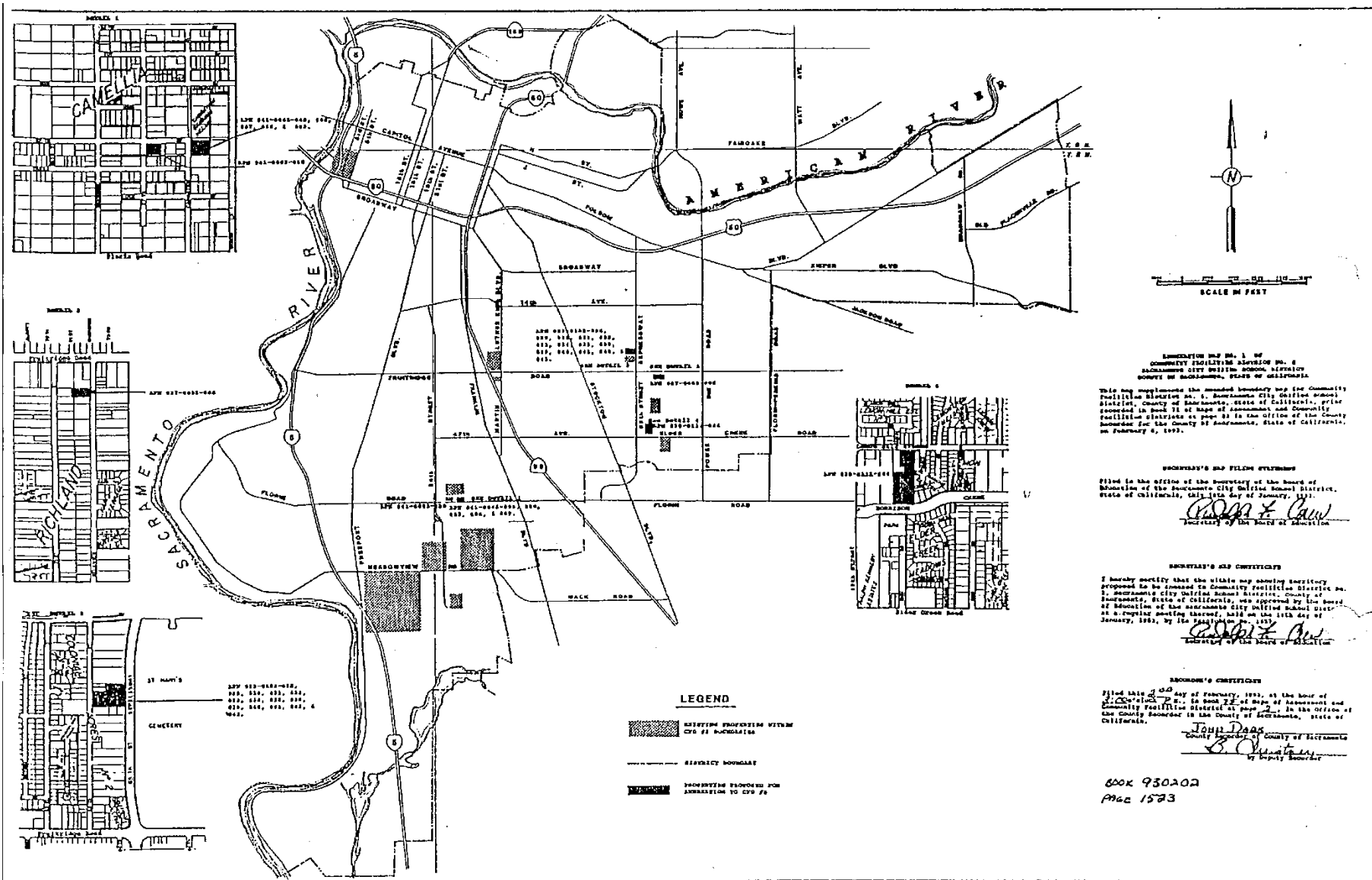
The Board acting on its own behalf and on behalf of the CFD shall respond to a timely claim within the time period required and in the manner specified by Government Code sections 912.4 and 912.6. Should said sections be amended or repealed, they shall apply according to their terms in effect on July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

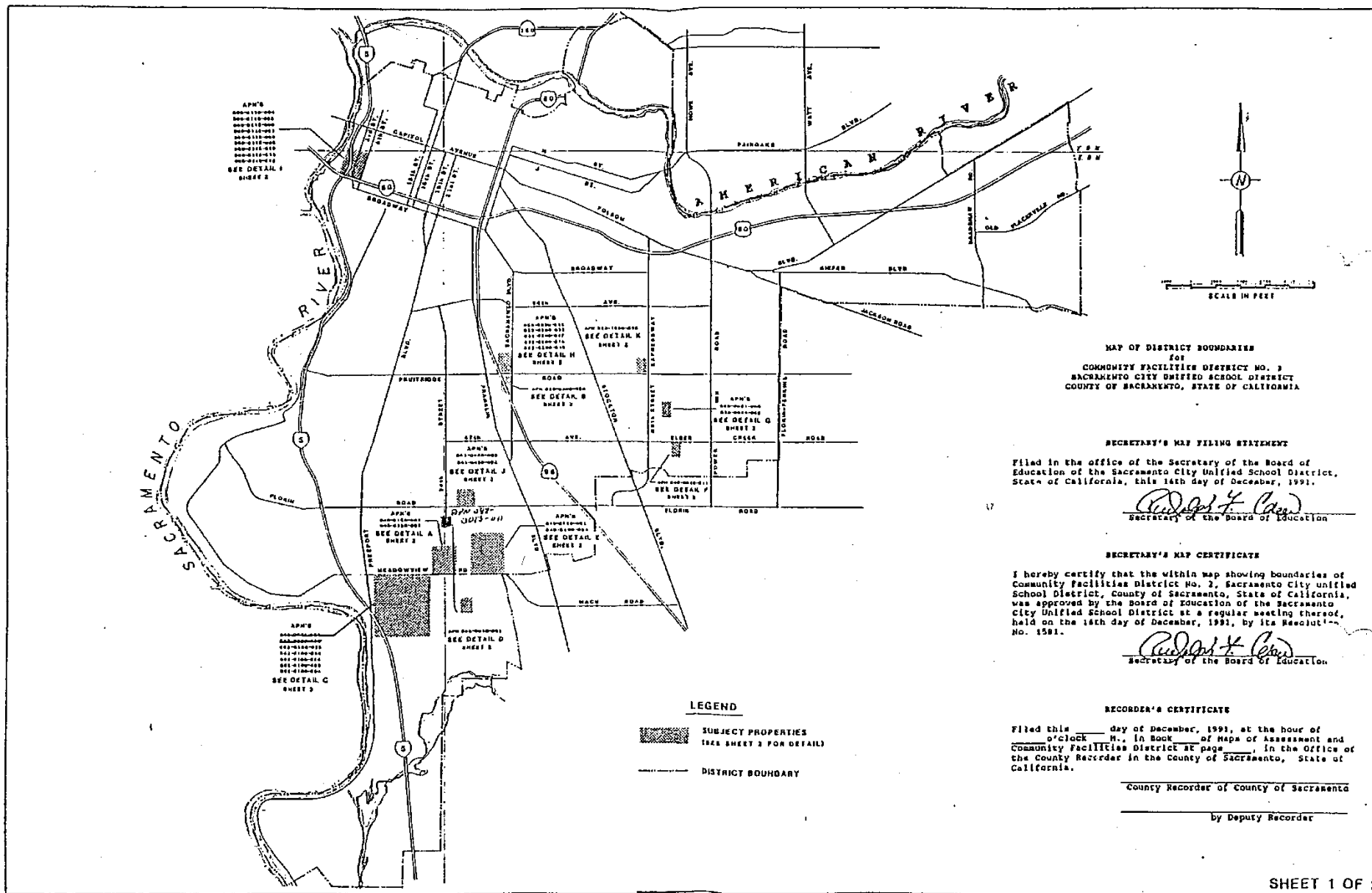
The procedure described herein shall be the exclusive procedure for claimants' seeking a refund of Special Tax (or annual installments thereof). The decision of the District in response to any claim for refund shall be final.

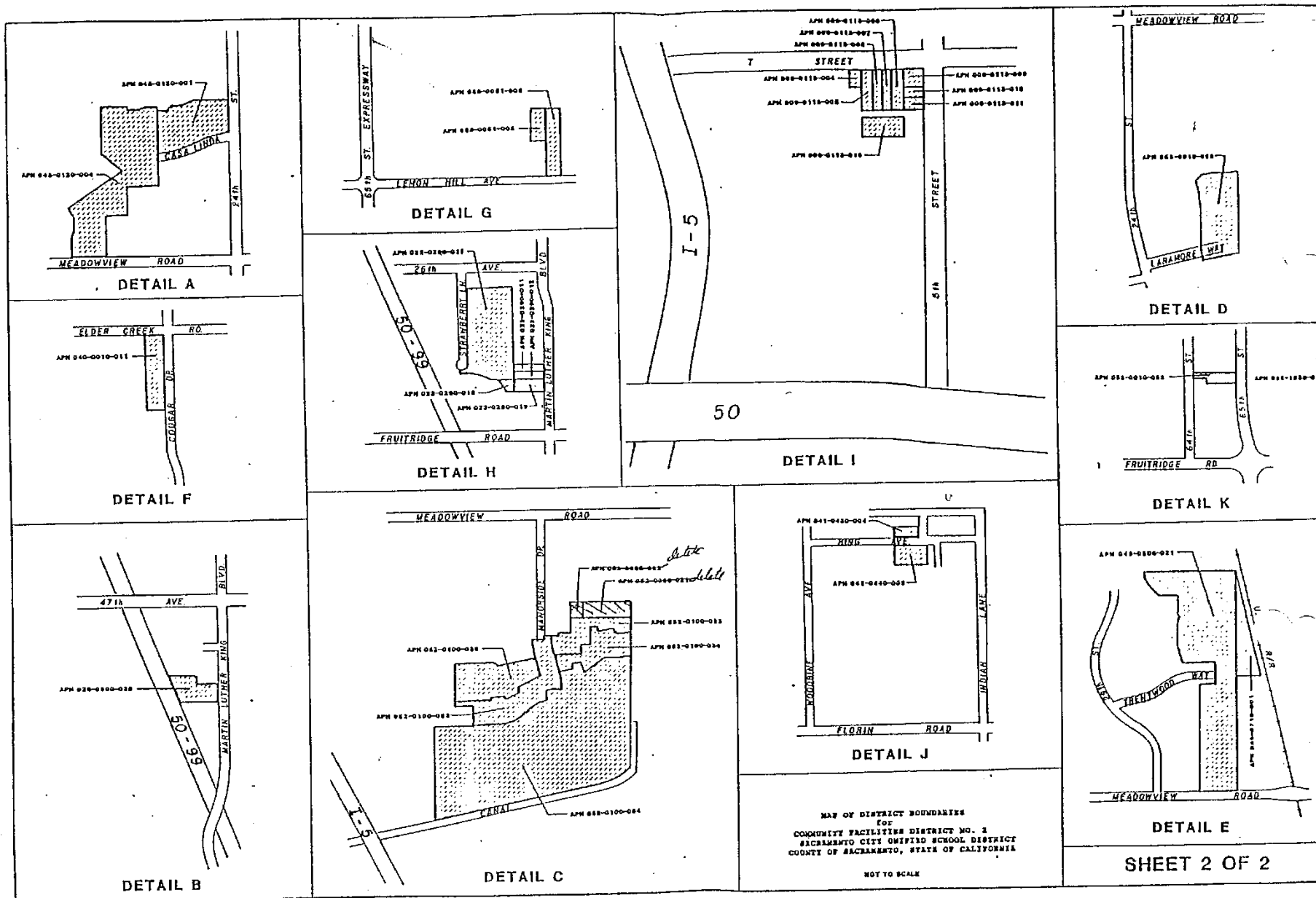
9. Annexation of Territory.

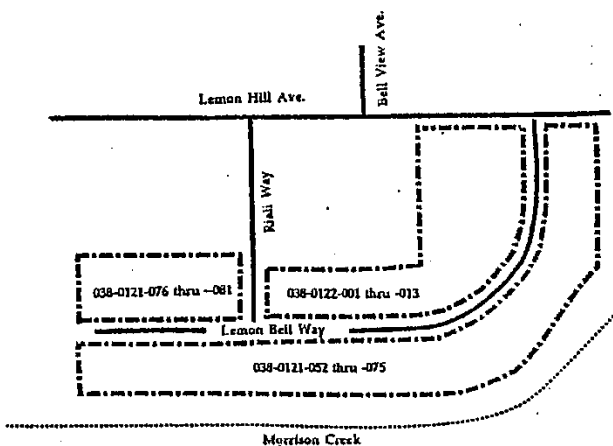
Any territory to be annexed to the CFD shall, in addition to payment of Special Taxes at the rates set forth above, be subject to payment of any costs incurred by the CFD and District in conducting the annexation process and such additional tax within the territory to be annexed as may be necessary to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

DISTRICT BOUNDARY DIAGRAMS









LEGEND
 Local Streets
 Boundary Lines
 Creek
 Parcel Numbers

SECRETARY'S MAP FILING STATEMENT

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

SECRETARY OF THE BOARD

SECRETARY'S MAP CERTIFICATE

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

SECRETARY OF THE BOARD

RECORDER'S CERTIFICATE

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

COUNTY RECORDER, COUNTY OF SACRAMENTO

NOTE

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

**MAP OF PROPOSED BOUNDARY
 ANNEXATION NO. 4**

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 COMMUNITY FACILITIES DISTRICT NO. 2**

**CITY OF SACRAMENTO, SACRAMENTO COUNTY,
 CALIFORNIA**

Slatts Consultants, Inc.
 2309 Boynton Ave., Suite 201
 Fairfield, CA 94533
 707-416-5016

2015-16 SPECIAL TAX ROLL

The tax roll listing the fiscal year 2015-16 Special Tax for all Assessor's Parcels of land within the boundaries of the Community Facilities District No. 2 (CFD #2) of the Sacramento City Unified School District has been filed with the District and is included herein by reference. The tax attributed to each parcel was computed in accordance with the Rate and Method of Apportionment of Special Tax summarized beginning on Page 8.

Any parcels within CFD #2 for which building permits for residential construction were not issued as of June 30, 2015 are not taxed for the 2015-16 fiscal year. These parcels are shown with a \$0.00 Annual Special Tax on the Tax Roll. Any governmentally owned parcels are also listed with a \$0.00 Special Tax.

EXHIBIT A - SPECIAL TAX NOTICE

NOTICE OF SPECIAL TAX

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

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

Three horizontal lines for entering the name of the prospective purchaser.

This information is Valid
Through June 30, 2016.

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

- (1) This property is subject to a special tax, which is in addition to the regular property taxes and any other charges and benefit assessments on the parcel. This special tax may not be imposed on all parcels within the city or county where the property is located. If you fail to pay this tax when due each year, the property may be foreclosed upon and sold. The tax is used to provide public facilities or services that are likely to particularly benefit the property. YOU SHOULD TAKE THIS TAX AND THE BENEFITS FROM THE PUBLIC FACILITIES AND SERVICES FOR WHICH IT PAYS INTO ACCOUNT IN DECIDING WHETHER TO BUY THIS PROPERTY.
(2) The maximum annual special tax which may be levied against this parcel to pay for public facilities is \$_____ during the 2015-16 tax year, payable at time of issuance of building permit. In the event that a building permit for residential construction on the property for an increase in the residential assessable space in excess of 500 square feet is issued, the maximum annual special tax will be increased by an amount equal to the net increase in residential area times the residential special tax rate in effect in the tax year that such building permit is issued. In addition, an annual special tax will be charged in fiscal year 2016-17 for building permits issued between July 1, 2015 and June 30, 2016 as follows: \$0.8841 per square foot of new single family residential area and \$0.5152 per square foot of new multi-family residential area. The annual special tax will be levied for 30 years and the annual tax levy will increase according to the tax collection schedule by an annual amount not to exceed approximately 13%.
(3) The authorized facilities which are being paid for by the special taxes, and by the money received from the sale of bonds which are being repaid by the special taxes, to the extent that financing is available, are:
1) The repair, rehabilitation, modification and expansion of existing elementary and secondary school facilities;
2) The acquisition of sites and the construction of elementary and secondary school facilities with related appurtenances and support structures;
3) The acquisition of sites and the construction of non-school facilities to support District operations; and
4) The acquisition of related equipment and furnishings; all necessary to meet student population demands.

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

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

YOU MAY OBTAIN A COPY OF THE RESOLUTION WHICH AUTHORIZED CREATION OF THE COMMUNITY FACILITIES DISTRICT WHICH SPECIFIED MORE PRECISELY HOW THE SPECIAL TAX IS APPORTIONED AND HOW THE PROCEEDS OF THE TAX WILL BE USED, FROM THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BY CALLING 264-4080. THERE MAY BE A CHARGE FOR THIS DOCUMENT NOT TO EXCEED THE ESTIMATED REASONABLE COST OF PROVIDING THE DOCUMENT.

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

DATE _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1d

Meeting Date: August 6, 2015

Subject: Consolidated Application Spring Report 2015-16

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

Department: Academic Office/State and Federal Programs

Recommendation: Approve the 2015-16 Consolidated Application (ConApp) Spring Report.

Background/Rationale: Districts in the State of California are required to submit a Consolidated Application (ConApp) for specified federally funded programs. The application is completed in multiple parts. The ConApp Spring Report identifies the programs for which the district is requesting funding as well as the public and private, non-profit schools that plan to participate in selected federal programs. The ConApp also serves as a system for reporting program and fiscal data to CDE about the utilization of federal program funds. Local school boards are required to approve the application for funding page. The District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) have reviewed the application and provided input pertaining to applicable sections.

Financial Considerations: The report contains requests for Title I, Title II, and Title III funding for the 2015-2016 school year. The district has projected a total of \$23,496,779 in funding.

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

Documents Attached:

1. 2015-16 Consolidated Application (ConApp) Spring Report

Estimated Time of Presentation: N/A

Submitted by: Iris Taylor, Ed.D., Assistant Superintendent, and
Lisa Hayes, Director, State & Federal Programs

Approved by: José L Banda, Superintendent



Consolidated Application 2015-16 Spring Report

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Fiscal Year 2013-14

Title II, Part A Fiscal Year Expenditure Report, 24 Months
Title III, Part A LEP Year to Date Expenditure Report, 24 Months

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Title I, Part A Nonprofit Private School Student Demographics and Services
Title I, Part A School Funded Staff Report
Title I, Part A Parental Involvement Policies
Title I, Part A School Program Improvement Activities
Title I, Part A Program Improvement Expenditures and Reallocation Criteria
Title I, Part D Facilities Report
Title I, Part D Demographics by Program
Title I, Part D Outcomes
Title I, Part D Academic Performance
Title II, Part A School Class Size Reduction Report
Title II, Part A Fiscal Year Expenditure Report, 12 months
Title III, Part A LEP Year to Date Expenditure Report 12 months

Fiscal Year 2015-16

Certification of Assurances
Protected Prayer Certification
Application for Funding
Other ESEA Nonprofit Private School Participation
Title I, Part A Nonprofit Private School Participation
Title I, Part A Planned School Allocations

Consolidated Application 2015-16 Spring Report

Fiscal Year 2013-14

Title II, Part A Fiscal Year Expenditure Report, 24 Months

Title III, Part A LEP Year to Date Expenditure Report, 24 Months

2013-14 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2013 through June 30, 2015.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

2013-14 Title II, Part A entitlement	\$3,518,045
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Professional Development Expenditures

Professional development for teachers	\$3,380,362
Professional development for administrators	\$8,000
Subject matter project	\$2,000
Other professional development expenditures	\$0

Exams and Test Preparation Expenditures

Exam fees, reimbursement	\$1,000
Test preparation training and or materials	\$0
Other exam and test preparation expenditures	\$0

Recruitment, Training, and Retaining Expenditures

Recruitment activities	\$5,000
Hiring incentive and or relocation allotment	\$0
National Board Certification and or stipend	\$0
Verification process for special settings (VPSS)	\$0
University course work	\$0
Other recruitment training and retaining expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$121,683
Total funds transferred to Title I, Part A	\$0
Other allowable expenditures or encumbrances	\$0
Total expenditures and encumbrances	\$3,518,045
General Comment (Maximum 500 characters)	

*****Warning*****

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2013-14 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2013 through June 30, 2015.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2013-14 Title III, Part A LEP entitlement	\$1,054,706
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$363,080
2000-2999 Classified personnel salaries	\$47,622
3000-3999 Employee benefits	\$207,488
4000-4999 Books and supplies	\$79,504
5000-5999 Services and other operating expenditures	\$59,854
Administrative and indirect costs	\$15,151
Total year-to-date expenditures	\$772,699
2013-14 Unspent funds	\$282,007
General comment (Maximum 500 characters)	

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Consolidated Application 2015-16 Spring Report

Fiscal Year 2014-15

Title I, Part A Notification of Authorization of Schoolwide Program
Title I, Part A Nonprofit Private School Student Demographics and Services
Title I, Part A School Funded Staff Report
Title I, Part A Parental Involvement Policies
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Title I, Part A Program Improvement Expenditures and Reallocation Criteria
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Title II, Part A Fiscal Year Expenditure Report, 12 months
Title III, Part A LEP Year to Date Expenditure Report 12 months

2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frzic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
A. M. Winn Waldorf-Inspired	6033765	Y	05/27/1999		78.00%
Abraham Lincoln Elementary	6099808	Y	04/15/2004		70.00%
Albert Einstein Middle	6059273	Y	06/17/2004		46.00%
Alice Birney Waldorf-Inspired	6034078	Y	04/15/2004		49.00%
American Legion High (Continuation)	3430154	Y	01/10/2013		75.00%
Arthur A. Benjamin Health Professions High	0108951	Y	01/10/2013		75.00%
Bowling Green Elementary	6033799	Y	11/05/1996		97.00%
Bret Harte Elementary	6033807	Y	11/05/1996		90.00%
C. K. McClatchy High	3435419	Y	11/17/2003		40.00%
Caleb Greenwood Elementary	6033815	N			
California Middle	6059281	Y	04/15/2004		76.00%
Camellia Elementary	6033823	Y	04/15/2004		65.00%
Capital City Independent Study	3430519	Y	01/10/2013		60.00%
Caroline Wenzel Elementary	6033831	Y	05/18/2006		40.00%

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2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
Cesar Chavez Intermediate	6119440	Y	06/17/2004		97.00%
Crocker/Riverside Elementary	6034243	N			
David Lubin Elementary	6033880	Y	04/15/2004		55.00%
Earl Warren Elementary	6033906	Y	11/05/1996		92.00%
Edward Kemble Elementary	6033914	Y	11/05/1996		89.00%
Elder Creek Elementary	6033930	Y	11/05/1996		95.00%
Ethel I. Baker Elementary	6033948	Y	11/05/1996		81.00%
Ethel Phillips Elementary	6033955	Y	11/05/1996		87.00%
Father Keith B. Kenny	6110662	Y	11/05/1996		99.00%
Fern Bacon Middle	6059307	Y	09/19/1997		90.00%
Genevieve Didion	6096168	N			
George Washington Carver School of Arts and Science	0101899	N			
Golden Empire Elementary	6097083	Y	06/17/2004		60.00%
H. W. Harkness Elementary	6033997	Y	11/05/1996		92.00%
Hiram W. Johnson High	3434636	Y	06/27/2004		56.00%
Hollywood Park Elementary	6034003	Y	01/10/2013		67.00%
Hubert H. Bancroft Elementary	6034011	N			
Isador Cohen Elementary	6034029	Y	04/15/2004		66.00%
James Marshall Elementary	6096150	Y	04/15/2004		58.00%
John Bidwell Elementary	6034045	Y	07/12/2004		89.00%

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2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
John Cabrillo Elementary	6034052	Y	04/15/2004		80.00%
John D. Sloat Elementary	6034060	Y	11/05/1996		92.00%
John F. Kennedy High	3434768	Y	06/27/2004		40.00%
John H. Still	6059323	Y	11/05/1996		93.00%
John Morse Therapeutic Center	0113209	Y	01/10/2013		100.00%
Kit Carson Middle	6061832	Y	09/19/1997		74.00%
Leataata Floyd Elementary	6034037	Y	11/05/1996		98.00%
Leonardo Da Vinci	6059315	N			
Luther Burbank High	3431012	Y	05/09/2000		63.00%
Mark Twain Elementary	6034136	Y	11/05/1996		84.00%
Martin Luther King, Jr.	6107239	Y	01/10/2013		60.00%
Matsuyama Elementary	6111389	N			
New Joseph Bonnheim (NJB) Community Charter	0131136	N			
New Technology High	0101881	Y	01/10/2013		66.00%
Nicholas Elementary	6034169	Y	11/05/1996		88.00%
O. W. Erlwine Elementary	6034177	Y	06/17/2004		47.00%
Oak Ridge Elementary	6034185	Y	11/05/1996		97.00%
Pacific Elementary	6034193	Y	11/15/1996		87.00%
Parkway Elementary	6034201	Y	11/05/1996		96.00%
Peter Burnett Elementary	6034219	Y	11/05/1996		90.00%

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2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
Phoebe A. Hearst Elementary	6034227	N			
Pony Express Elementary	6034235	Y	06/17/2004		51.00%
Rosa Parks Elementary	6059299	Y	05/27/1999		94.00%
Rosemont High	0101972	Y	06/27/2004		45.00%
Sam Brannan Middle	6059356	Y	11/03/2005		51.00%
School of Engineering & Sciences	0114546	Y	01/10/2013		54.00%
Sequoia Elementary	6034250	Y	06/17/2004		49.00%
Success Academy	6117097	N			
Susan B. Anthony Elementary	6071336	Y	11/05/1996		95.00%
Sutter Middle	6066690	N			
Sutcliffe Elementary	6034276	Y	06/17/2004		41.00%
Tahoe Elementary	6034284	Y	11/05/1996		100.00%
The MET	0101907	N			
Theodore Judah Elementary	6034292	Y	05/18/2006		68.00%
West Campus	3430865	Y	01/10/2013		51.00%
Will C. Wood Middle	6059364	Y	11/05/1996		81.00%
William Land Elementary	6034326	Y	11/05/1996		94.00%
Woodbine Elementary	6034334	Y	11/05/1996		88.00%

Warning
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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Cristo Rey High School–Sacramento (34 67439 6132963)

Student Counts

Male Student Count	7
Female Student Count	10
Student Count Total	17

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	11
Grade 10 Student Count	6
Grade 11 Student Count	0
Grade 12 Student Count	0
Ungraded Student Count	0
Student Count by Grade Total	17

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	16
American Indian or Alaska Native, not Hispanic or Latino	0
Asian, not Hispanic or Latino	0
Black or African American, not Hispanic or Latino	0
Native Hawaiian or Pacific Islander, not Hispanic or Latino	0
White, not Hispanic or Latino	0

*****Warning*****

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Cristo Rey High School–Sacramento (34 67439 6132963)

Multiracial, not Hispanic or Latino	1
Racial/Ethnic Group Counts Total	17

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	0

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Sacramento Country Day School (34 67439 6938211)

Student Counts

Male Student Count	1
Female Student Count	0
Student Count Total	1

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	1
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	1

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

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Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Sacramento Country Day School (34 67439 6938211)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	1

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Presentation of the Blessed Virgin Mary School (34 67439 6976492)

Student Counts

Male Student Count	1
Female Student Count	1
Student Count Total	2

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	1
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	1
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	

Student Count by Grade Total 2

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	1

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Presentation of the Blessed Virgin Mary School (34 67439 6976492)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	2

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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St. Ignatius School (34 67439 6976583)

Student Counts

Male Student Count	1
Female Student Count	0
Student Count Total	1

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	1
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	1

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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St. Ignatius School (34 67439 6976583)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	1

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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St. John the Evangelist (34 67439 6976591)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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St. John the Evangelist (34 67439 6976591)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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St. Philomene (34 67439 6976658)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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St. Philomene (34 67439 6976658)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Atkinson Youth Services (34 67439 7082951)

Student Counts

Male Student Count	2
Female Student Count	0
Student Count Total	2

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	1
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	1
Ungraded Student Count	
Student Count by Grade Total	2

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	1

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Atkinson Youth Services (34 67439 7082951)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	2

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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St. Patrick SUCCEED Academy (34 67439 6976641)

Student Counts

Male Student Count	26
Female Student Count	16
Student Count Total	42

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	6
Grade 1 Student Count	6
Grade 2 Student Count	5
Grade 3 Student Count	8
Grade 4 Student Count	5
Grade 5 Student Count	6
Grade 6 Student Count	5
Grade 7 Student Count	1
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	42

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	32
American Indian or Alaska Native, not Hispanic or Latino	1
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	5
Native Hawaiian or Pacific Islander, not Hispanic or Latino	3
White, not Hispanic or Latino	1

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St. Patrick SUCCEED Academy (34 67439 6976641)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	42

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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St. Robert Catholic School (34 67439 6976666)

Student Counts

Male Student Count	1
Female Student Count	3
Student Count Total	4

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	1
Grade 3 Student Count	3
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	

Student Count by Grade Total 4

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	1
White, not Hispanic or Latino	1

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St. Robert Catholic School (34 67439 6976666)

Multiracial, not Hispanic or Latino	1
Racial/Ethnic Group Counts Total	4

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Camellia Waldorf (34 67439 7069230)

Student Counts

Male Student Count	6
Female Student Count	0
Student Count Total	6

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	1
Grade 3 Student Count	2
Grade 4 Student Count	2
Grade 5 Student Count	1
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	6

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	1
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	1
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	4

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Camellia Waldorf (34 67439 7069230)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	6

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Aldar Academy (34 67439 6937999)

Student Counts

Male Student Count	9
Female Student Count	3
Student Count Total	12

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	1
Grade 8 Student Count	1
Grade 9 Student Count	
Grade 10 Student Count	4
Grade 11 Student Count	2
Grade 12 Student Count	4
Ungraded Student Count	
Student Count by Grade Total	12

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	3
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	6
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	3

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Aldar Academy (34 67439 6937999)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	12

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Sacramento Adventist Academy (34 67439 6938195)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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Sacramento Adventist Academy (34 67439 6938195)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Sacramento Waldorf (34 67439 6938203)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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Sacramento Waldorf (34 67439 6938203)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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Al-Arqam Islamic School (34 67439 7096852)

Student Counts

Male Student Count	5
Female Student Count	2
Student Count Total	7

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	1
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	1
Grade 6 Student Count	2
Grade 7 Student Count	1
Grade 8 Student Count	2
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	7

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	6
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	1

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Al-Arqam Islamic School (34 67439 7096852)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	7

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. John Vianney School (34 67439 6976609)

Student Counts

Male Student Count	1
Female Student Count	0
Student Count Total	1

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	1
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	1

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	1
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. John Vianney School (34 67439 6976609)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	1

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

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CDE Program Contact:

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 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Christian Brothers High School (34 67439 6938047)

Student Counts

Male Student Count	6
Female Student Count	5
Student Count Total	11

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	9
Grade 10 Student Count	2
Grade 11 Student Count	0
Grade 12 Student Count	0
Ungraded Student Count	0
Student Count by Grade Total	11

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	2
American Indian or Alaska Native, not Hispanic or Latino	0
Asian, not Hispanic or Latino	0
Black or African American, not Hispanic or Latino	2
Native Hawaiian or Pacific Islander, not Hispanic or Latino	0
White, not Hispanic or Latino	7

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

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 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Christian Brothers High School (34 67439 6938047)

Multiracial, not Hispanic or Latino	0
Racial/Ethnic Group Counts Total	11

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	0

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

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CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Francis Catholic High School (34 67439 6938252)

Student Counts

Male Student Count	0
Female Student Count	1
Student Count Total	1

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	1
Ungraded Student Count	
Student Count by Grade Total	1

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Francis Catholic High School (34 67439 6938252)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	1

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Sacred Heart (34 67439 6976542)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

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Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Sacred Heart (34 67439 6976542)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Saint Mary School (34 67439 6976625)

Student Counts

Male Student Count	0
Female Student Count	1
Student Count Total	1

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	1
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	1

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Saint Mary School (34 67439 6976625)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	1

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Charles Borromeo (34 67439 6976567)

Student Counts

Male Student Count	5
Female Student Count	2
Student Count Total	7

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	1
Grade 1 Student Count	1
Grade 2 Student Count	2
Grade 3 Student Count	2
Grade 4 Student Count	1
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	7

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	5
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	1
Black or African American, not Hispanic or Latino	1
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Charles Borromeo (34 67439 6976567)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	7

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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California Department of Education

Sacramento City Unified (34 67439 0000000)

Consolidated Application

Status: Certified
 Saved by: Lisa Hayes
 Date: 6/15/2015 4:12 PM

2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Hubert H. Bancroft Elementary	6034011	Y	N	0		0.47						
New Joseph Bonnheim (NJB) Community Charter	0131136	Y	N	0								
Sutter Middle	6066690	Y	N	2		1						
A. M. Winn Waldorf-Inspired	6033765	Y	Y									
Abraham Lincoln Elementary	6099808	Y	Y									0.75
Albert Einstein Middle	6059273	Y	Y									
American Legion High (Continuation)	3430154	Y	Y									
Arthur A. Benjamin Health Professions High	0108951	Y	Y									0.23
Bowling Green Elementary	6033799	Y	Y			1.00	1.00	1.00	100.00%			0.50
Bret Harte Elementary	6033807	Y	Y									0.20
C. K. McClatchy High	3435419	Y	Y			1.00	1.00	1.00	100.00%			
California Middle	6059281	Y	Y			1.60	1.60	1.60	100.00%			
Camellia Elementary	6033823	Y	Y									

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2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified Paraprofessionals FTE Count (0.00)	ESEA Qualified Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Capital City Independent Study	3430519	Y	Y									
Caroline Wenzel Elementary	6033831	Y	Y			1.7	1.7	100.00%				
Cesar Chavez Intermediate	6119440	Y	Y									0.19
David Lubin Elementary	6033880	Y	Y			0	0					0
Earl Warren Elementary	6033906	Y	Y			0	0					0
Edward Kemble Elementary	6033914	Y	Y			0	0					0
Elder Creek Elementary	6033930	Y	Y			0	0					0.75
Ethel I. Baker Elementary	6033948	Y	Y									0.70
Ethel Phillips Elementary	6033955	Y	Y									0.50
Father Keith B. Kenny	6110662	Y	Y									1.00
Fern Bacon Middle	6059307	Y	Y									2.53
Golden Empire Elementary	6097083	Y	Y									0.52
H. W. Harkness Elementary	6033997	Y	Y			0.38	0.38	100.00%				0.68
Hiram W. Johnson High	3434636	Y	Y									2.16
Hollywood Park Elementary	6034003	Y	Y			0.16	0.16	100.00%				
Isador Cohen Elementary	6034029	Y	Y			0.10	0.10	100.00%				0.63

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2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded Paraprofessionals Count (0.00)	ESEA Qualified Paraprofessionals Count (0.00)	ESEA Qualified Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
James Marshall Elementary	6096150	Y	Y									0.82
John Bidwell Elementary	6034045	Y	Y									0.49
John Cabrillo Elementary	6034052	Y	Y			0.85		0.85	100.00%			
John D. Sloat Elementary	6034060	Y	Y			0.71		0.71	100.00%			0.11
John F. Kennedy High	3434768	Y	Y									
John H. Still	6059323	Y	Y									0.46
John Morse Therapeutic Center	0113209	Y	Y									
Kit Carson Middle	6061832	Y	Y									0.10
Leataata Floyd Elementary	6034037	Y	Y									1.00
Luther Burbank High	3431012	Y	Y									0.60
Mark Twain Elementary	6034136	Y	Y									
Martin Luther King, Jr.	6107239	Y	Y			1.32		1.32	100.00%			
New Technology High	0101881	Y	Y									
Nicholas Elementary	6034169	Y	Y									0.44
O. W. Erlewine Elementary	6034177	Y	Y									
Oak Ridge Elementary	6034185	Y	Y									0.56
Pacific Elementary	6034193	Y	Y									

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2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded Paraprofessionals Count (0.00)	ESEA Qualified Paraprofessionals FTE Count (0.00)	ESEA Qualified Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Parkway Elementary	6034201	Y	Y			0.05	0.05	0.05	100.00%			0.39
Peter Burnett Elementary	6034219	Y	Y									0.65
Pony Express Elementary	6034235	Y	Y									
Rosa Parks Elementary	6059299	Y	Y									2.47
Rosemont High	0101972	Y	Y									0.38
Sam Brannan Middle	6059356	Y	Y									0.25
School of Engineering & Sciences	0114546	Y	Y									0.04
Sequoia Elementary	6034250	Y	Y									
Susan B. Anthony Elementary	6071336	Y	Y			0.44	0.44	0.44	100.00%			
Tahoe Elementary	6034284	Y	Y									
West Campus	3430865	Y	Y									
Will C. Wood Middle	6059364	Y	Y									0.78
William Land Elementary	6034326	Y	Y									0.11
Woodbine Elementary	6034334	Y	Y									0.47

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy Yes

LEA policy compliance Yes

Does your current Title I district level parental involvement policy meet the above criteria

Annual evaluation date 06/03/2015

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parent Involvement Allocation

The Parent Involvement Allocation is used to maintain the Parent Resource Center and staff. The PRC staff provides parent education workshops and curriculum presentations for parents at all Title I funded school sites.

Describe parent involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Tu Moua

Contact title

Interim Area Superintendent

Contact email address
(format abc@xyz.zyx)

Tu-Moua@scusd.edu

Contact telephone number
(format 999-999-9999)

916-643-9324

School Parental Involvement Policy Compliance Requirements

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
American Legion High (Continuation)	3430154	Y		Y		Cory Jones	Principal	Cory-Jones@scusd.edu	916-277-6600
Capital City Independent Study	3430519	Y		Y		Michael Salman	Principal	Michael-Salman@scusd.edu	916-433-5187
Luther Burbank High	3431012	Y		Y		Ted Appel	Principal	AppelT@scusd.edu	916-433-5100
Hiram W. Johnson High	3434636	Y		Y		Felisberto Cedros	Principal	FelisbCe@scusd.edu	916-277-6300
John F. Kennedy High	3434768	Y		Y		Chad Switzer	Principal	Chad-Switzer@scusd.edu	916-433-5200
C. K. McClatchy High	3435419	Y		Y		Peter Lambert	Principal	Peter-Lambert@scusd.edu	916-264-4400
A. M. Winn Waldorf-Inspired	6033765	Y		Y		Michael Kast	Principal	Michael-Kast@scusd.edu	916-228-5880
Bret Harte Elementary	6033807	Y		Y		Lorena Carrillo	Principal	Lorena-Carrillo@scusd.edu	916-227-6261
Camellia Elementary	6033823	Y		Y		Kamaljit Pannu	Principal	Kamaljit-Pannu@scusd.edu	916-382-5980
Caroline Wenzel Elementary	6033831	Y		Y		Yee Yang	Principal	Yee-Yang@scusd.edu	916-433-5432
David Lubin Elementary	6033880	Y		Y		Devon Davis	Principal	Devon-Davis@scusd.edu	916-277-6496
Earl Warren Elementary	6033906	Y		Y		Carolyn Wilson	Principal	Carolyn-Wilson@scusd.edu	916-382-5930

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Edward Kemble Elementary	6033914	Y		Y		Mary Alvarez Jett	Principal	Mary-Alvarez-Jett@scusd.edu	916-433-5025
Elder Creek Elementary	6033930	Y		Y		Thule Doan	Principal	Thu-Le@scusd.edu	916-382-5970
Ethel I. Baker Elementary	6033948	Y		Y		Olga Arellano	Principal	Olga-Arellano@scusd.edu	916-433-5444
Ethel Phillips Elementary	6033955	Y		Y		Danny Hernandez	Principal	Daniel-Hernandez@scusd.edu	916-277-6277
H. W. Harkness Elementary	6033997	Y		Y		Isabel Govea	Principal	Isabel-Govea@scusd.edu	916-433-5042
Hollywood Park Elementary	6034003	Y		Y		Tenley Luke	Principal	Tenley-Luke@scusd.edu	916-277-6290
Hubert H. Bancroft Elementary	6034011	Y		Y		Enrique Flores	Principal	Enrique-Flores@scusd.edu	916-382-5940
Isador Cohen Elementary	6034029	Y		Y		Torie England	Principal	Torie-England@scusd.edu	916-228-5840
Leataata Floyd Elementary	6034037	Y		Y		Eric Chapman	Principal	Eric-Chapman@scusd.edu	916-264-4175
John Bidwell Elementary	6034045	Y		Y		Shannon Henry	Principal	Shannon-Henry@scusd.edu	916-433-5047
John Cabrillo Elementary	6034052	Y		Y		Samantha Holmes	Principal	Samantha-Holmes@scusd.edu	916-264-4171
John D. Sloat Elementary	6034060	Y		Y		Angela Novotny	Principal	Angela-Novotny@scusd.edu	916-433-5051
Mark Twain Elementary	6034136	Y		Y		Rosario Guillen	Principal	Rosario-Guillen@scusd.edu	916-277-6670
Nicholas Elementary	6034169	Y		Y		Rachel Lane	Principal	Rachel-Lane@scusd.edu	916-433-5076
O. W. Erlwine Elementary	6034177	Y		Y		Terry Smith	Principal	Terry-Smith@scusd.edu	916-228-5870

****Warning****

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Oak Ridge Elementary	6034185	Y		Y		Daniel Rolleri	Principal	Daniel-Rollerl@scusd.edu	916-277-6679
Pacific Elementary	6034193	Y		Y		Shana Henry	Principal	Shana-Henry@scusd.edu	916-433-5089
Parkway Elementary	6034201	Y		Y		Doyal Martin	Principal	Doyal-Martin@scusd.edu	916-433-5082
Peter Burnett Elementary	6034219	Y		Y		Manuel Huezo	Principal	Manuel-Huezo@scusd.edu	916-277-6875
Pony Express Elementary	6034235	Y		Y		Debra Hetrick	Principal	Debra-Hetrick@scusd.edu	916-433-5350
Sequoia Elementary	6034250	Y		Y		Cindy Hollander	Principal	Cindy-Hollander@scusd.edu	916-228-5850
Tahoe Elementary	6034284	Y		Y		Katie Curry	Principal	KatieCu@scusd.edu	916-277-6360
William Land Elementary	6034326	Y		Y		Ellen Lee Carlson	Principal	Ellen-Lee@scusd.edu	916-264-4166
Woodbine Elementary	6034334	Y		Y		Jacquie Bonnini	Principal	Jacquie-Bonnini@scusd.edu	916-433-5358
Albert Einstein Middle	6059273	Y		Y		Garrett Kirkland	Principal	Garrett-Kirkland@scusd.edu	916-228-5800
California Middle	6059281	Y		Y		Andrea Egan	Principal	Andrea-Egan@scusd.edu	916-264-4550
Rosa Parks Elementary	6059299	Y		Y		Robert Sullivan	Principal	SullivaR@scusd.edu	916-395-5327
Fern Bacon Middle	6059307	Y		Y		Mary Coronado	Principal	Mary-Coronado@scusd.edu	916-433-5000
John H. Still	6059323	Y		Y		Reginald Brown	Principal	Reginald-Brown@scusd.edu	916-433-5375
Sam Brannan Middle	6059356	Y		Y		Al Rogers	Principal	Al-Rogers@scusd.edu	916-264-4350
Will C. Wood Middle	6059364	Y		Y		Tuan Duong	Principal	Tuan-Duong@scusd.edu	916-382-5900

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Email Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Kit Carson Middle	6061832	Y		Y		Charlie Watters	Principal	Charlie-Watters@scusd.edu	916-277-6750
Sutter Middle	6066690	Y		Y		David Rodriguez	Principal	David-Rodriguez@scusd.edu	916-264-4150
Susan B. Anthony Elementary	6071336	Y		Y		Lynne Ruvalcaba	Principal	Lynne-Ruvalcaba@scusd.edu	916-433-5353
James Marshall Elementary	6096150	Y		Y		Maria Van Laningham	Principal	Marla-VanLaningham@scusd.edu	916-228-5860
Golden Empire Elementary	6097083	Y		Y		Irene Elster	Principal	IreneEI@scusd.edu	916-228-5890
Abraham Lincoln Elementary	6099808	Y		Y		Laura Butler	Principal	Laura-Butler@scusd.edu	916-228-5830
Martin Luther King, Jr.	6107239	Y		Y		Denise Lee	Principal	Denise-Lee@scusd.edu	916-433-5062
Father Keith B. Kenny	6110662	Y		Y		Gail Johnson	Principal	Gail-Johnson@scusd.edu	916-277-6500
Bowling Green Elementary	6033799	Y		Y		Susan Gibson	Principal	Susan-Gibson@scusd.edu	916-433-5426
Arthur A. Benjamin Health Professions High	0108951	Y		Y		Maria Clayton Johnson	Principal	Marla-Johnson@scusd.edu	916-264-3262
School of Engineering & Sciences	0114546	Y		Y		Matt Turkie	Principal	Matt-Turkie@scusd.edu	916-433-2960
John Morse Therapeutic Center	0113209	Y		Y		Susan Higgins	Principal	Susan-Higgins@scusd.edu	916-433-2972
New Joseph Bonheim (NJB) Community Charter	0131136	Y		Y		Dennis Mah	Principal	Dennis-Mah@scusd.edu	916-277-6294
New Technology High	0101881	Y		Y		Leise Martinez	Principal	LeiseMa@scusd.edu	916-433-2839
Rosemont High	0101972	Y		Y		Elizabeth Vigil	Principal	Elizabeth-Vigil@scusd.edu	916-228-5844

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Address (format abc@xyz.zyx)	Parental Involvement Telephone Number (format 999-999-9999)
West Campus	3430865	Y		Y		Greg Thomas	Principal	GregorTh@scusd.edu	916-277-6400
Cesar Chavez Intermediate	6119440	Y		Y		Eracleo Guevara	Principal	Eracleo-Guevara@scusd.edu	916-433-7397

Warning

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Edward Kemble Elementary (34 67439 34674396033914)

PI Year	1
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	6
Number of students who applied for SES	
Number of students who received SES	
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Pony Express Elementary (34 67439 34674396034235)

PI Year	1
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	8
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	8
Number of students who applied for SES	
Number of students who received SES	
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Susan B. Anthony Elementary (34 67439 34674396071336)

PI Year	1
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	1
Number of students who applied for SES	
Number of students who received SES	
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Abraham Lincoln Elementary (34 67439 34674396099808)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	5
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	2
Number of students who applied for SES	110
Number of students who received SES	69
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Arthur A. Benjamin Health Professions High (34 67439 34674390108951)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	9
Number of students who received SES	4
PI Activities Exception Comment	Students choose to attend Health Professions High School, therefore although offered PI choice transfers, they do not participate.
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Cesar Chavez Intermediate (34 67439 34674396119440)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	7
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	1
Number of students who applied for SES	153
Number of students who received SES	101
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Golden Empire Elementary (34 67439 34674396097083)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	5
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	7
Number of students who applied for SES	63
Number of students who received SES	18
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

H. W. Harkness Elementary (34 67439 34674396033997)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	10
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	5
Number of students who applied for SES	113
Number of students who received SES	36
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Isador Cohen Elementary (34 67439 34674396034029)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	2
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	5
Number of students who applied for SES	53
Number of students who received SES	8
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

James Marshall Elementary (34 67439 34674396096150)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	3
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	8
Number of students who applied for SES	29
Number of students who received SES	2
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

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 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

New Technology High (34 67439 34674390101881)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	0
Number of students who received SES	0
PI Activities Exception Comment	New Technology High School is a charter school that provides student support through project based learning.
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

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 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

School of Engineering & Sciences (34 67439 34674390114546)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	10
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	53
Number of students who received SES	5
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Bret Harte Elementary (34 67439 34674396033807)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	11
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	9
Number of students who applied for SES	81
Number of students who received SES	70
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Earl Warren Elementary (34 67439 34674396033906)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	2
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	16
Number of students who applied for SES	118
Number of students who received SES	94
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	N
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	Y
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Elder Creek Elementary (34 67439 34674396033930)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	7
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	34
Number of students who applied for SES	78
Number of students who received SES	57
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

John Morse Therapeutic Center (34 67439 34674390113209)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	1
Number of students who received SES	1
PI Activities Exception Comment	John More Therapeutic is a school for emotionally disturbed students, herefore students are placed there. They do not participate in PI or local Choice transfers.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

*****Warning*****

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Martin Luther King, Jr. (34 67439 34674396107239)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	17
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	27
Number of students who applied for SES	67
Number of students who received SES	53
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	N
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	Y
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Min-di Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

O. W. Erlewine Elementary (34 67439 34674396034177)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	4
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	3
Number of students who applied for SES	16
Number of students who received SES	3
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Parkway Elementary (34 67439 34674396034201)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	8
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	5
Number of students who applied for SES	290
Number of students who received SES	121
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Peter Burnett Elementary (34 67439 34674396034219)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	8
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	35
Number of students who applied for SES	147
Number of students who received SES	91
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	N
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	Y
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

William Land Elementary (34 67439 34674396034326)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	3
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	8
Number of students who applied for SES	38
Number of students who received SES	28
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Woodbine Elementary (34 67439 34674396034334)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	2
Number of students who applied for SES	113
Number of students who received SES	50
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	N
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	N
Extended school year or day	Y
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Caroline Wenzel Elementary (34 67439 34674396033831)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	9
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	11
Number of students who applied for SES	38
Number of students who received SES	26
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

John Bidwell Elementary (34 67439 34674396034045)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	8
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	1
Number of students who applied for SES	104
Number of students who received SES	68
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

John Cabrillo Elementary (34 67439 34674396034052)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	11
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	26
Number of students who applied for SES	67
Number of students who received SES	11
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

John D. Sloat Elementary (34 67439 34674396034060)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	11
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	2
Number of students who applied for SES	77
Number of students who received SES	16
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Nicholas Elementary (34 67439 34674396034169)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	9
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	10
Number of students who applied for SES	230
Number of students who received SES	70
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

A. M. Winn Waldorf-Inspired (34 67439 34674396033765)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	13
Number of new and continuing students who transferred under ESEA	4
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	40
Number of students who received SES	17
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	School has adopted the Waldorf inspired methodology for public schools for instruction. On site coaching for ELA and math.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Albert Einstein Middle (34 67439 34674396059273)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	15
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	42
Number of students who applied for SES	71
Number of students who received SES	36
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

American Legion High (Continuation) (34 67439 34674393430154)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	58
Number of students who received SES	11
PI Activities Exception Comment	Student choose to attend or are placed at American Legion because of behavior. Therefore students are offered but do not participate in PI choice transfers.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Technology based intervention: Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Bowling Green Elementary (34 67439 34674396033799)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	9
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	313
Number of students who received SES	228
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

C. K. McClatchy High (34 67439 34674393435419)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	9
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	22
Number of students who applied for SES	66
Number of students who received SES	50
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

California Middle (34 67439 34674396059281)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	15
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	53
Number of students who applied for SES	85
Number of students who received SES	39
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Capital City Independent Study (34 67439 34674393430519)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	30
Number of students who received SES	8
PI Activities Exception Comment	Student choose to attend Capital City Independent school, therefore although they are offered PI choice transfers, they do not participate.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Ethel I. Baker Elementary (34 67439 34674396033948)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	10
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	4
Number of students who applied for SES	131
Number of students who received SES	66
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Ethel Phillips Elementary (34 67439 34674396033955)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	8
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	9
Number of students who applied for SES	257
Number of students who received SES	127
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Fern Bacon Middle (34 67439 34674396059307)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	13
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	23
Number of students who applied for SES	84
Number of students who received SES	21
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Hiram W. Johnson High (34 67439 34674393434636)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	10
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	138
Number of students who applied for SES	81
Number of students who received SES	23
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Hollywood Park Elementary (34 67439 34674396034003)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	7
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	22
Number of students who applied for SES	38
Number of students who received SES	12
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

John F. Kennedy High (34 67439 34674393434768)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	9
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	32
Number of students who applied for SES	51
Number of students who received SES	14
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

John H. Still (34 67439 34674396059323)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	30
Number of new and continuing students who transferred under ESEA	9
Number of new and continuing students who transferred under state or local choice programs	22
Number of students who applied for SES	170
Number of students who received SES	41
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Kit Carson Middle (34 67439 34674396061832)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	16
Number of new and continuing students who transferred under ESEA	6
Number of new and continuing students who transferred under state or local choice programs	109
Number of students who applied for SES	23
Number of students who received SES	5
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Leataata Floyd Elementary (34 67439 34674396034037)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	11
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	2
Number of students who applied for SES	145
Number of students who received SES	31
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Luther Burbank High (34 67439 34674393431012)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	16
Number of students who applied for SES	166
Number of students who received SES	29
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Mark Twain Elementary (34 67439 34674396034136)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	15
Number of students who applied for SES	75
Number of students who received SES	33
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Pacific Elementary (34 67439 34674396034193)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	7
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	2
Number of students who applied for SES	281
Number of students who received SES	180
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Rosa Parks Elementary (34 67439 34674396059299)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	21
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	34
Number of students who applied for SES	215
Number of students who received SES	34
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

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 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Rosemont High (34 67439 34674390101972)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	20
Number of new and continuing students who transferred under ESEA	6
Number of new and continuing students who transferred under state or local choice programs	28
Number of students who applied for SES	61
Number of students who received SES	12
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Sam Brannan Middle (34 67439 34674396059356)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	68
Number of students who applied for SES	32
Number of students who received SES	8
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Tahoe Elementary (34 67439 34674396034284)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	8
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	18
Number of students who applied for SES	95
Number of students who received SES	63
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Will C. Wood Middle (34 67439 34674396059364)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	5
Number of new and continuing students who transferred under state or local choice programs	63
Number of students who applied for SES	112
Number of students who received SES	29
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Teacher leadership teams and principals participate in district offered professional learning for ELA and math; principals participate in additional professional learning once per month; on site coaching and support.

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2014-15 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Entitlement after transfers	\$19,488,464
Program Improvement set aside (Amount equivalent to 20% of 2014-15 Title I, Part A entitlement plus transfers in.)	\$3,897,693
Maximum allowable Parent Outreach (Amount equivalent to .2% of 2014-15 Title I, Part A entitlement plus transfers in or 1% of the 20% Program Improvement set aside.)	\$38,977

Expenditures and Encumbrances

Choice transportation using Title I Part A funds	\$200,698
Choice transportation using non-Title I Part A funds	
SES using Title I Part A funds	\$2,730,122
SES using non-Title I Part A funds	
Parent Outreach using Title I Part A funds	\$5,572
Parent Outreach using non-Title I Part A funds	
Total expenditures and encumbrances using Title I Part A funds	\$2,936,392
Total expenditures and encumbrances using non-Title I Part A funds	\$0
Amount of Program Improvement set aside unspent	\$961,301
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred. (Maximum 500 characters)	
General comments (Maximum 500 characters)	

Reallocation Exemption

The exemptions below are only applicable if the LEA did not meet its 20% Program Improvement obligation (the amount of Program Improvement set aside unspent is greater than zero).

Provided Choice and or SES to all eligible students using less than the 20% obligation	Yes
The LEA has not been able to establish interdistrict transfer agreements, and the LEA could not offer SES because it was not served by any approved providers including online providers	

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2014-15 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Entitlement after transfers	\$19,488,464
Program Improvement set aside (Amount equivalent to 20% of 2014-15 Title I, Part A entitlement plus transfers in.)	\$3,897,693
Maximum allowable Parent Outreach (Amount equivalent to .2% of 2014-15 Title I, Part A entitlement plus transfers in or 1% of the 20% Program Improvement set aside.)	\$38,977

Expenditures and Encumbrances

Choice transportation using Title I Part A funds	\$200,698
Choice transportation using non-Title I Part A funds	
SES using Title I Part A funds	\$2,730,122
SES using non-Title I Part A funds	
Parent Outreach using Title I Part A funds	\$5,572
Parent Outreach using non-Title I Part A funds	
Total expenditures and encumbrances using Title I Part A funds	\$2,936,392
Total expenditures and encumbrances using non-Title I Part A funds	\$0
Amount of Program Improvement set aside unspent	\$961,301
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred. (Maximum 500 characters)	
General comments (Maximum 500 characters)	

Reallocation Exemption

The exemptions below are only applicable if the LEA did not meet its 20% Program Improvement obligation (the amount of Program Improvement set aside unspent is greater than zero).

Provided Choice and or SES to all eligible students using less than the 20% obligation	Yes
The LEA has not been able to establish interdistrict transfer agreements, and the LEA could not offer SES because it was not served by any approved providers including online providers	

*****Warning*****

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2014-15 Title I, Part D Facilities Report

A report of the number of Title I, Part D funded facilities, by program, and whether or not they report student data to the LEA, including student outcomes after exit.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

At-Risk Programs

Total number of facilities	1
Number of facilities that reported student data	1
Facilities comment If all At Risk facilities did not report student data, provide an explanation why. (Maximum 500 characters)	
Average number of days students were served in At-Risk Programs facilities	118
Average Days Served Comment If the average number of days students were served in At-Risk Programs facilities is zero, provide an explanation why. (Maximum 500 characters)	
Do all At-Risk facilities collect data on student outcomes after exit	Yes

Neglected Programs

Total number of facilities	0
Number of facilities that reported student data	
Facilities comment If all Neglected facilities did not report student data, provide an explanation why. (Maximum 500 characters)	
Average number of days students were served in Neglected Programs facilities	
Average Days Served Comment If the average number of days students were served in Neglected Programs facilities is zero, provide an explanation why. (Maximum 500 characters)	
Do all Neglected facilities collect data on student outcomes after exit	

Juvenile Detention Programs

Total number of facilities	0
Number of facilities that reported student data	
Facilities comment If all Juvenile Detention facilities did not report student data, provide an explanation why. (Maximum 500 characters)	
Average number of days students were served in Juvenile Detention Programs facilities	

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2014-15 Title I, Part D Facilities Report

A report of the number of Title I, Part D funded facilities, by program, and whether or not they report student data to the LEA, including student outcomes after exit.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Average Days Served Comment	
If the average number of days students were served in Juvenile Detention Programs facilities is zero, provide an explanation why. (Maximum 500 characters)	
Do all Juvenile Detention facilities collect data on student outcomes after exit	

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2014-15 Title I, Part D Demographics by Program

A report of demographic data, by program, of students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Students Served in At-Risk Programs

Male	186
Female	142
Total unduplicated students served	328

Student Counts by Grade

5 to 10 years old	124
11 to 15 years old	116
16 to 18 years old	79
19 years and older	8

Student Counts by Racial/Ethnic Group

Hispanic or Latino of any race	89
American Indian or Alaskan Native, not Hispanic or Latino	5
Asian, not Hispanic or Latino	21
Black or African American, not Hispanic or Latino	128
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	3
White, not Hispanic or Latino	65
Multiracial, not Hispanic or Latino	17

Other Student Counts

LEP students	0
Students with disabilities	94

Students Served in Neglected Programs

Male	
Female	
Total unduplicated students served	0

Student Counts by Grade

5 to 10 years old	
11 to 15 years old	
16 to 18 years old	

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2014-15 Title I, Part D Demographics by Program

A report of demographic data, by program, of students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Students Served in At-Risk Programs

Male	186
Female	142
Total unduplicated students served	328

Student Counts by Grade

5 to 10 years old	125
11 to 15 years old	116
16 to 18 years old	79
19 years and older	8

Student Counts by Racial/Ethnic Group

Hispanic or Latino of any race	89
American Indian or Alaskan Native, not Hispanic or Latino	5
Asian, not Hispanic or Latino	21
Black or African American, not Hispanic or Latino	128
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	3
White, not Hispanic or Latino	65
Multiracial, not Hispanic or Latino	17

Other Student Counts

LEP students	0
Students with disabilities	94

*****Warning*****

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2014-15 Title I, Part D Demographics by Program

A report of demographic data, by program, of students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Multiracial, not Hispanic or Latino	
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Other Student Counts

LEP students	
Students with disabilities	

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2014-15 Title I, Part D Outcomes

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

At-Risk Programs

Total students served	328
While in the facility, the number of students who:	
Earned high school course credits	111
Enrolled in GED program	2
Enrolled in their local district school	328
Earned a GED	0
Obtained a high school diploma	27
Were accepted or enrolled into postsecondary education	27
Enrolled in job training programs and or courses	
Obtained employment	25
General comment (maximum 500 characters)	Count does not include charter school students data or non public school students.
Within 90 calendar days after exit, the number of students who:	
Enrolled in their local district school	0
Earned a GED	0
Obtained a high school diploma	0
Were accepted or enrolled into postsecondary education	0
Enrolled in job training programs and or courses	0
Obtained employment	0

Neglected Programs

Total students served	0
While in the facility, the number of students who:	
Earned high school course credits	
Enrolled in GED program	
Enrolled in their local district school	
Earned a GED	
Obtained a high school diploma	
Were accepted or enrolled into postsecondary education	

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2014-15 Title I, Part D Outcomes

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Enrolled in job training programs and or courses	
Obtained employment	
General Comment (maximum 500 characters)	
Within 90 calendar days after exit, the number of students who:	
Enrolled in their local district school	
Earned a GED	
Obtained a high school diploma	
Were accepted or enrolled into postsecondary education	
Enrolled in job training programs and or courses	
Obtained employment	

Juvenile Detention Programs

Total students served	0
While in the facility, the number of students who:	
Earned high school course credits	
Enrolled in GED program	
Enrolled in their local district school	
Earned a GED	
Obtained a high school diploma	
Were accepted or enrolled into postsecondary education	
Enrolled in job training programs and or courses	
Obtained employment	
General comment (maximum 500 characters)	
Within 90 calendar days after exit, the number of students who:	
Enrolled in their local district school	
Earned a GED	
Obtained a high school diploma	
Were accepted or enrolled into postsecondary education	
Enrolled in job training programs and or courses	
Obtained employment	

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2014-15 Title I, Part D Academic Performance

A report of the academic performance of long term students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

At-Risk Programs

Total students served	328
Number of long-term students served	324

Reading

Completed pre- and post- test results	76
Tested below grade level upon entry	111

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	14
No change in grade level	6
Improvement up to one grade level	26
Improvement more than one grade level	30

Mathematics

Completed pre- and post- test results	46
Tested below grade level upon entry	79

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	7
No change in grade level	3
Improvement up to one grade level	15
Improvement more than one grade level	21

Neglected Programs

Total students served	0
Number of long-term students served	

Reading

Completed pre- and post- test results	
Tested below grade level upon entry	

Warning

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2014-15 Title I, Part D Academic Performance

A report of the academic performance of long term students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	
No change in grade level	
Improvement up to one grade level	
Improvement more than one grade level	

Mathematics

Completed pre- and post- test results	
Tested below grade level upon entry	

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	
No change in grade level	
Improvement up to one grade level	
Improvement more than one grade level	

Juvenile Detention Programs

Total students served	0
Number of long-term students served	

Reading

Completed pre- and post- test results	
Tested below grade level upon entry	

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	
No change in grade level	
Improvement up to one grade level	
Improvement more than one grade level	

Mathematics

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2014-15 Title I, Part D Academic Performance

A report of the academic performance of long term students served with Title I, Part D funds.

CDE Program Contact:

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Completed pre- and post- test results	
Tested below grade level upon entry	

Pre- to Post- Test Grade Level Changes

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	
No change in grade level	
Improvement up to one grade level	
Improvement more than one grade level	

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
A. M. Winn Waldorf-Inspired	6033765	0	0	0
Abraham Lincoln Elementary	6099808	0	0	0
Albert Einstein Middle	6059273	0	0	0
Alice Birney Waldorf-Inspired	6034078	0	0	0
American Legion High (Continuation)	3430154	0	0	0
Arthur A. Benjamin Health Professions High	0108951	0	0	0
Bowling Green Elementary	6033799	0	0	0
Bret Harte Elementary	6033807	0	0	0
C. K. McClatchy High	3435419	0	0	0
Caleb Greenwood Elementary	6033815	0	0	0
California Middle	6059281	0	0	0
Camellia Elementary	6033823	0	0	0
Capital City Independent Study	3430519	0	0	0
Caroline Wenzel Elementary	6033831	0	0	0
Cesar Chavez Intermediate	6119440	0	0	0
Crocker/Riverside Elementary	6034243	0	0	0
David Lubin Elementary	6033880	0	0	0

*****Warning*****

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Earl Warren Elementary	6033906	0	0	0
Edward Kemble Elementary	6033914	0	0	0
Elder Creek Elementary	6033930	1	0	1
Ethel I. Baker Elementary	6033948	0	0	0
Ethel Phillips Elementary	6033955	1	0	1
Father Keith B. Kenny	6110662	1	0	1
Fern Bacon Middle	6059307	0	0	0
Genevieve Didion	6096168	0	0	0
George Washington Carver School of Arts and Science	0101899	0	0	0
Golden Empire Elementary	6097083	1	0	1
H. W. Harkness Elementary	6033997	0	0	0
Hiram W. Johnson High	3434636	0	0	0
Hollywood Park Elementary	6034003	0	0	0
Hubert H. Bancroft Elementary	6034011	0	0	0
Isador Cohen Elementary	6034029	0	0	0
James Marshall Elementary	6096150	0	0	0
John Bidwell Elementary	6034045	2	0	2
John Cabrillo Elementary	6034052	0	0	0
John D. Sloat Elementary	6034060	0	0	0

Warning

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
John F. Kennedy High	3434768	0	0	0
John H. Still	6059323	0	0	0
John Morse Therapeutic Center	0113209	0	0	0
Kit Carson Middle	6061832	0	0	0
Leataata Floyd Elementary	6034037	0	0	0
Leonardo Da Vinci	6059315	0	0	0
Luther Burbank High	3431012	0	0	0
Mark Twain Elementary	6034136	0	0	0
Martin Luther King, Jr.	6107239	0	0	0
Matsuyama Elementary	6111389	0	0	0
New Joseph Bonnheim (NJB) Community Charter	0131136	0	0	0
New Technology High	0101881	0	0	0
Nicholas Elementary	6034169	0	0	0
O. W. Erlwine Elementary	6034177	0	0	0
Oak Ridge Elementary	6034185	1	0	1
Pacific Elementary	6034193	1	0	1
Parkway Elementary	6034201	0	0	0
Peter Burnett Elementary	6034219	1	0	1
Phoebe A. Hearst Elementary	6034227	0	0	0

Warning

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Pony Express Elementary	6034235	0	0	0
Rosa Parks Elementary	6059299	0	0	0
Rosemont High	0101972	0	0	0
Sam Brannan Middle	6059356	0	0	0
School of Engineering & Sciences	0114546	0	0	0
Sequoia Elementary	6034250	0	0	0
Success Academy	6117097	0	0	0
Susan B. Anthony Elementary	6071336	0	0	0
Sutter Middle	6066690	0	0	0
Sutterville Elementary	6034276	0	0	0
Tahoe Elementary	6034284	0	0	0
The MET	0101907	0	0	0
Theodore Judah Elementary	6034292	0	0	0
West Campus	3430865	0	0	0
Will C. Wood Middle	6059364	0	0	0
William Land Elementary	6034326	2	0	2
Woodbine Elementary	6034334	0	0	0

Warning

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2014-15 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2015.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

2014-15 Title II, Part A entitlement	\$3,509,153
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Professional Development Expenditures

Professional development for teachers	\$3,062,600
Professional development for administrators	\$7,500
Subject matter project	\$2,000
Other professional development expenditures	\$0

Exams and Test Preparation Expenditures

Exam fees, reimbursement	\$1,000
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	\$5,000
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$138,822
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$3,216,922
General Comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title III, Part A LEP YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2015.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement	\$896,414
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs (Amount cannot exceed 2% of the entitlement.)	\$0
Total year-to-date expenditures	\$0
2014-15 Unspent funds	\$896,414
General comment (Maximum 500 characters)	

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Consolidated Application 2015-16 Spring Report

Fiscal Year 2015-16

Certification of Assurances

Protected Prayer Certification

Application for Funding

Other ESEA Nonprofit Private School Participation

Title I, Part A Nonprofit Private School Participation

Title I, Part A Planned School Allocations

2015-16 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca15asstoc.asp>

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title III funds, or any LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds and is in Title III Improvement status must post their Improvement Plan in the California Accountability and Improvement System (CAIS) at <http://www.cde.ca.gov/ta/ac/ca/>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.scusd.edu/lea

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	JOSÉ L. BANDA
Authorized Representative's Signature	
Authorized Representative's Title	SUPERINTENDENT
Authorized Representative Signature Date	06/05/2015

*****Warning*****

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2015-16 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	José L. Banda
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	05/19/2015
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2015-16 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	David Quintero
DELAC review date	06/03/2015
Meeting minutes web address	http://www.scusd.edu/pod/2014-2015-meetings-trainings
Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment	
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	Yes
Title II Part A (Teacher Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP	Yes

*****Warning*****

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2015-16 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2015-16 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2015-16 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	There are no known deficiencies.

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Title II Leadership Office, awilson@cde.ca.gov, 916-445-5669
 Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: Non-unified elementary and/or high school districts that have applied for Title II, Part A funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Title III, Part A Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Cristo Rey High School-Sacramento	6132963	316	Y	Y	N	N	

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Wayne Geri Academy	6138960	29	Y	N	N	N	
MVP Diamond Academy	6146195	10	Y	N	N	N	
Epic Bible College	6148621	22	Y	N	N	N	
Capital Christian School	6902019	918	Y	N	N	N	
Christian Brothers High School	6938047	1074	Y	Y	N	N	
St. Francis Catholic High School	6938252	1040	Y	Y	N	N	
Sacred Heart	6976542	289	Y	Y	N	N	
St. Francis Elementary School	6976575	307	Y	Y	N	N	
Saint Mary School	6976625	350	Y	Y	N	N	
St. Patrick SUCCEED Academy	6976641	319	Y	Y	Y	N	
St. Robert Catholic School	6976666	172	Y	Y	Y	N	
Calvary Christian	6999148	39	Y	N	N	N	

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2015-16 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.
CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private nonprofit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Aldar Academy	6937999	66	Y	Y	11	N	Y	Y
Calvary Christian	6999148	39	N	N		N	N	N
Camellia Waldorf	7069230	134	Y	Y	28	N	Y	N
Capital Christian School	6902019	918	N	N		N	N	N
Christian Brothers High School	6938047	1074	N	N		N	N	N
Courtyard School	6922066	139	N	N		N	N	N

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2015-16 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Cristo Rey High School--Sacramento	6132963	316	Y	Y	188	N	Y	N
Epic Bible College	6148621	22	N	N		N	N	N
MVP Diamond Academy	6146195	10	N	N		N	N	N
Presentation of the Blessed Virgin Mary School	6976492	241	Y	Y	2	N	Y	Y
Sacramento Country Day School	6938211	467	Y	Y	2	N	Y	Y
Sacred Heart	6976542	289	Y	Y	14	N	Y	N
Saint Mary School	6976625	350	Y	Y	30	N	Y	N
Shalom School	6904395	82	Y	Y	1	N	Y	Y
St. Charles Borromeo	6976567	166	Y	Y	9	N	Y	Y
St. Francis Catholic High School	6938252	1040	Y	Y	4	N	Y	N
St. Francis Elementary School	6976575	307	N	N		N	N	N
St. John Vianney School	6976609	200	Y	Y	8	N	Y	Y
St. Patrick SUCCEED Academy	6976641	319	Y	Y	119	N	Y	N
St. Philomene	6976658	195	Y	Y	6	N	Y	Y
St. Robert Catholic School	6976666	172	Y	Y	11	N	Y	N
Wayne Geri Academy	6138960	29	N	N		N	N	N

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Consolidated Application 2015-16 Spring Report

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Application for Funding
Other ESEA Nonprofit Private School Participation
Title I, Part A Nonprofit Private School Participation
Title I, Part A Planned School Allocations

2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Title II Leadership Office, awilson@cde.ca.gov, 916-445-5669
 Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

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Title III, Part A Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Cristo Rey High School-- Sacramento	6132963	316	Y	Y	N	N	

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2015-16 Other ESEA Nonprofit Private School Participation

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Wayne Geri Academy	6138960	29	Y	N	N	N	
MVP Diamond Academy	6146195	10	Y	N	N	N	
Epic Bible College	6148621	22	Y	N	N	N	
Capital Christian School	6902019	918	Y	N	N	N	
Courtyard School	6922066	139	Y	N	N	N	
Christian Brothers High School	6938047	1074	Y	N	N	N	
St. Francis Catholic High School	6938252	1040	Y	Y	N	N	
Sacred Heart	6976542	289	Y	Y	N	N	
St. Francis Elementary School	6976575	307	Y	Y	N	N	
Saint Mary School	6976625	350	Y	Y	N	N	
St. Patrick SUCCEED Academy	6976641	319	Y	Y	Y	N	
St. Robert Catholic School	6976666	172	Y	Y	Y	N	
Calvary Christian	6999148	39	Y	N	N	N	
Camellia Waldorf	7069230	134	Y	Y	N	N	

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

- Low income measure FRPM
- Group Schools by Grade Span Yes
- District-wide Low Income % 74.48%
- Grade Span 1 Low Income % 77.11%
- Grade Span 2 Low Income % 72.72%
- Grade Span 3 Low Income % 68.99%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
A. M. Winn Waldorf-Inspired	6033765	1	371	371	100:00	Y	Y	1	Y		
Abraham Lincoln Elementary	6099808	1	453	453	100:00	Y	Y	2	Y		
Bowling Green Elementary	6033799	1	859	859	100:00	Y	Y	3	Y		

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Bret Harte Elementary	6033807	1	324	324	100.00	Y	Y	4	Y		
Cesar Chavez Intermediate	6119440	1	348	348	100.00	Y	Y	5	Y		
Earl Warren Elementary	6033906	1	520	520	100.00	Y	Y	6	Y		
Edward Kemble Elementary	6033914	1	562	562	100.00	Y	Y	7	Y		
Elder Creek Elementary	6033930	1	766	766	100.00	Y	Y	8	Y		
Ethel I. Baker Elementary	6033948	1	733	733	100.00	Y	Y	9	Y		
Ethel Phillips Elementary	6033955	1	524	524	100.00	Y	Y	10	Y		
Father Keith B. Kenny	6110662	1	436	436	100.00	Y	Y	11	Y		
H. W. Harkness Elementary	6033997	1	359	359	100.00	Y	Y	12	Y		
Hollywood Park Elementary	6034003	1	334	334	100.00	Y	Y	13	Y		
Isador Cohen Elementary	6034029	1	259	259	100.00	Y	Y	14	Y		
John Bidwell Elementary	6034045	1	360	360	100.00	Y	Y	15	Y		
John Cabrillo Elementary	6034052	1	351	351	100.00	Y	Y	16	Y		
John D. Sloat Elementary	6034060	1	252	252	100.00	Y	Y	17	Y		
John H. Still	6059323	1	918	918	100.00	Y	Y	18	Y		
John Morse Therapeutic Center	0113209	1	53	53	100.00	Y	Y	19	Y		
Leataata Floyd Elementary	6034037	1	325	325	100.00	Y	Y	20	Y		
Mark Twain Elementary	6034136	1	365	365	100.00	Y	Y	21	Y		
Nicholas Elementary	6034169	1	623	623	100.00	Y	Y	22	Y		

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Oak Ridge Elementary	6034185	1	530	530	100.00	Y	Y	23	Y		
Pacific Elementary	6034193	1	695	695	100.00	Y	Y	24	Y		
Parkway Elementary	6034201	1	570	570	100.00	Y	Y	25	Y		
Peter Burnett Elementary	6034219	1	608	608	100.00	Y	Y	26	Y		
Rosa Parks Elementary	6059299	1	804	804	100.00	Y	Y	27	Y		
Susan B. Anthony Elementary	6071336	1	254	254	100.00	Y	Y	28	Y		
Tahoe Elementary	6034284	1	330	330	100.00	Y	Y	29	Y		
William Land Elementary	6034326	1	431	431	100.00	Y	Y	30	Y		
Woodbine Elementary	6034334	1	319	319	100.00	Y	Y	31	Y		
New Joseph Bonnheim (NJB) Community Charter	0131136	1	252	234	92.86	Y	Y	32	Y		
Camellia Elementary	6033823	1	459	343	74.73	Y	N	33	Y	a	
Golden Empire Elementary	6097083	1	608	454	74.67	Y	N	34	Y	a	
Caroline Wenzel Elementary	6033831	1	312	229	73.40	N	N	35	Y	a	
James Marshall Elementary	6096150	1	396	272	68.69	N	N	36	Y	a	
Martin Luther King, Jr.	6107239	1	473	320	67.65	N	N	37	Y	a	
O. W. Erlewine Elementary	6034177	1	348	212	60.92	N	N	38	Y	a	
Sequoia Elementary	6034250	1	458	265	57.86	N	N	39	Y	a	
Pony Express Elementary	6034235	1	453	247	54.53	N	N	40	Y	a	

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
David Lubin Elementary	6033880	1	538	285	52.97	N	N	41	Y	a	
Hubert H. Bancroft Elementary	6034011	1	501	262	52.30	N	N	42	Y	a	
Sutterville Elementary	6034276	1	610	252	41.31	N	N	43	N		
Matsuyama Elementary	6111389	1	654	246	37.61	N	N	44	N		
Theodore Judah Elementary	6034292	1	568	187	32.92	N	N	45	N		
Leonardo Da Vinci	6059315	1	806	263	32.63	N	N	46	N		
Alice Birney Waldorf-Inspired	6034078	1	536	153	28.54	N	N	47	N		
Caleb Greenwood Elementary	6033815	1	445	106	23.82	N	N	48	N		
Phoebe A. Hearst Elementary	6034227	1	647	114	17.62	N	N	49	N		
Genevieve Didion	6096168	1	642	110	17.13	N	N	50	N		
Crocker/Riverside Elementary	6034243	1	649	81	12.48	N	N	51	N		
American Legion High (Continuation)	3430154	2	142	142	100.00	Y	Y	1	Y		
Fern Bacon Middle	6059307	2	677	677	100.00	Y	Y	2	Y		
Will C. Wood Middle	6059364	2	660	660	100.00	Y	Y	3	Y		
Albert Einstein Middle	6059273	2	702	501	71.37	N	N	4	Y	a	
Sam Brannan Middle	6059356	2	596	406	68.12	N	N	5	Y	a	
California Middle	6059281	2	747	452	60.51	N	N	6	Y	a	
Sutter Middle	6066690	2	1154	564	48.87	N	N	7	N		
Success Academy	6117097	2	0	0	0.00	N	N	8	N		

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Hiram W. Johnson High	3434636	3	1203	1203	100.00	Y	Y	1	Y		
Kit Carson Middle	6061832	3	335	335	100.00	Y	Y	2	Y		
Luther Burbank High	3431012	3	1450	1450	100.00	Y	Y	3	Y		
Arthur A. Benjamin Health Professions High	0108951	3	198	153	77.27	Y	Y	4	Y		
New Technology High	0101881	3	243	171	70.37	N	N	5	Y	a	
School of Engineering & Sciences	0114546	3	480	330	68.75	N	N	6	Y	a	
Rosemont High	0101972	3	1168	790	67.64	N	N	7	Y	a	
Capital City Independent Study	3430519	3	313	197	62.94	N	N	8	Y	a	
West Campus	3430865	3	747	437	58.50	N	N	9	Y	a	
John F. Kennedy High	3434768	3	1846	1002	54.28	N	N	10	Y	a	
The MET	0101907	3	269	141	52.42	N	N	11	Y	a	
George Washington Carver School of Arts and Science	0101899	3	271	136	50.18	N	N	12	Y	a	
C. K. McClatchy High	3435419	3	1929	866	44.89	N	N	13	N		

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1e

Meeting Date: August 6, 2015

Subject: Approve Minutes of the June 18, 2015, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the June 18, 2015, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the June 18, 2015, Board of Education Regular Meeting

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

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, June 18, 2015

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

MINUTES

2014/15-26

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:36 p.m. by President Woo, and roll was taken.

Members Present:

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

Members Absent:

Gustavo Arroyo (arrived at 4:45 p.m.)

A quorum was reached.

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

No Public Comment was requested on Closed Session items, and the Board retired to Closed Session.

3.0 CLOSED SESSION

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

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

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

section 54956.9

- b) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9*
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management*
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 3.4 *Education Code 35146 – The Board will hear staff recommendations on the following expulsions:*
 - a) Expulsion #13, 2014/2015*
 - b) Expulsion #14, 2014/2015*
 - c) Expulsion #15, 2014/2015*
- 3.5 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) Superintendent*
- 3.6 *Government Code 54957 – Public Employee Appointment*
 - a) Chief Strategy Officer*
 - b) Principal, Ethel I. Baker Elementary School*
 - c) Principal, John F. Kennedy High School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 7:32 p.m. by President Woo.

Members Present:

*President Darrel Woo
Vice President Christina Pritchett
Second Vice President Jay Hansen
Gustavo Arroyo
Ellen Cochrane
Diana Rodriguez
Jessie Ryan
Student Member Asami Saito*

Members Absent:

None

The Pledge of Allegiance was led by Kaitlin Renehan. Kaitlin will be a Junior at C. K. McClatchy High School in the Fall. A Certificate of Appreciation was presented by Second Vice President Jay Hansen

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Jerry Behrens announced that by a vote of four to three, the Board adopted a Personnel Resolution No. 2014/15-E. Vice President Pritchett, Second Vice President Hansen, Member Arroyo, and Member Ryan voted in favor. President Woo, Member Cochrane, and Member Rodriguez voted no. Mr. Behrens then deferred to the Superintendent regarding appointments. Superintendent Banda

reported that, by a vote of six to one, approved the appointment of Dr. Richard Al Rogers as Chief Strategy Officer. He also announced that the Board approved, by unanimous vote, the appointment of Amber Carter as Principal of Ethel I. Baker Elementary School and the appointment of David Van Natten as Principal of John F. Kennedy High School.

6.0 AGENDA ADOPTION

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

7.0 SPECIAL PRESENTATION

7.1 Acknowledgement and Recognition of Outgoing Student Board Member Asami Saito (Darrel Woo)

President Woo said that over the years we have had some very stellar students who have served as Student Board Members, but the Student Board Member that we are recognizing this evening, Asami Saito is truly outstanding. She is the most junior of any of the Student Board members of which President Woo has had the pleasure of serving. All others have been Seniors, and she is a Junior. She has shown the highest leadership qualities and skills with her colleagues at the schools. She led, through the Student Advisory Council, the first resolution to this District that really changed the future of education. He was very proud to sign the resolution bringing Ethnic Studies as a graduation requirement in the future to our schools. This shows real thinking, real leadership, and the ability to work with others to get things done. She will still be in our District next year as a Senior, and President Woo said he is extremely proud to recognize Asami Saito and thank her for her service as the outgoing Student Board Member.

President Woo presented Student Member Saito with a Certificate of Appreciation.

Public Comment:

Terrence Gladney thanked Student Member Saito. During the last year of his term as Sacramento Council of PTAs President, she raised the narrative for them to engage students. She reminded them that students can make a tremendous impact. He has seen more students come to the podium at Board meetings during her time than at any other time.

Board Member Comments:

Second Vice President Hansen thanked Student Member Saito for joining the Board this past year. He is counting on her to help train the incoming student Board member because he has relied on her for advice and hope the new person can do so as well. He looks forward to seeing her as a Senior next year at West Campus.

Member Arroyo commented that it has been a delight and an honor to have Student Member Saito on the Board. He thinks her student voice is one of the most exemplary we have had on the Board. She has really brought the perspective of the students to the Board, and he is proud to say that when she spoke, the rest of the Board was listening. We need more people like her. He said to please mentor the new person next year. He sees that the future of the District and the State is in good hands, and he hopes after college she will come back and become a fully elected Board member, bringing leadership and talent back to Sacramento.

Vice President Pritchett said congratulations on a job well done. She said Student Member Saito has

blossomed over the course of the past year and left big shoes to fill for the next person. She is excited to see what her future holds, and hopes she will come back to visit. Vice President Pritchett then presented Student Member Saito with a marble apple and a gift from the Board.

Member Ryan said it has been wonderful to watch Student Member Saito find her voice over the last six months and see her growth in her role as a student Board member. She noted the importance of her leading the Ethnic Studies initiative work and doing it in a manner that was sophisticated, politically astute, and, most importantly, student led. She is very proud of her accomplishment. She also noted that Student Member Saito's mother was also a student Board member when in high school. She knows that her mother is very proud. Member Ryan also noted that Student Member Saito has made it a commitment to attend every Board meeting, no matter what else was going on in her life.

Member Cochrane thanked Student Member Saito. As a new Board member, Student Member Saito helped out and welcomed her and Member Ryan. The work she did on Ethnic Studies may be seminal in the Country. She noted how Student Member Saito did effect change and that it will go forward.

Member Rodriguez said that one of her most cherished memories of student Board members is when they come back. Therefore the Board has the gift of time with her for another year. Member Rodriguez looks forward to her coming back with more advocacy on behalf of students.

Superintendent Banda thanked Student Member Saito and said she has been a great contribution to the Board. Her leadership is exemplary, not just by being there at every Board meeting, but at other functions in the community as well. He noted the passion that she brings to her work. She has been a great leader in the Student Advisory Council where a lot of planning was done behind Ethnic Studies.

President Woo announced that the new Student Board Member for 2015-16 is Elizabeth Barry of West Campus High School. She is in the Twelfth grade and is not present tonight as she is in Ghana, Africa for a month.

Student Member Saito thanked everyone for their comments. She also thanked her high school, West Campus, her friends, her mother for her support, her fellow Student Advisory Council members, Mark Carnero of Youth Development, and the members of Ethnic Studies Now Coalition. She spoke about what she has learned during her time on the Board and the new perspectives she gained. She thanked the Sacramento City Unified School District, the Board of Education, and the community.

7.2 A. Warren McClaskey Adult Center Students' Project Green Presentation (Cathy Allen)

Chief of Operations Cathy Allen introduced Rachel King, Project Green Specialist. Ms. King spoke about her background and introduced the students. She reported that the District has received a Green Ribbon Schools Award, Bronze level, and, at the beginning of this month, she also presented A. Warren McClaskey with an award for Project Green. They have been selected to receive funding this year for their project. Students Princess, Mark, Christopher, and Charles presented and explained to the Board their recycling program and showed a related video. Staff members Susan Gilmore, Kathy Harris, Cathy Ramirez, and Christopher Johnson were also present. Ms. Allen thanked the team for bringing their presentation and sharing it with the Board.

*Public Comment:
None.*

Board Member Comments:

Member Cochrane said that she recently visited the site and had a tour. She noted that the facility is a hive of activity for recycling. The neighborhood can use this recycling program as well. She congratulated the team and their hard work. She is very proud that they are in her Trustee Area.

Superintendent Banda also thanked the students and staff. He was present when they presented at Camellia Basic and to see them accept their award. He congratulated the team.

7.3 *Deloitte Recognition of Impact Day at Caroline Wenzel Elementary School (Darrel Woo and Erminja Maganja)*

President Woo reported that on June 5th he welcomed 90 Deloitte professionals to Caroline Wenzel Elementary School where they spent the day volunteering. Deloitte, an international business firm, has made an annual commitment to service its local communities where member firms around the world hold Impact Day activities. Caroline Wenzel Elementary School and the community benefited from this great day of service. Deloitte helped to build gardens, clear pathways, and paint two inspirational murals. A slide show of the activities on June 5th was shown. Ms. Maganja and the Director of State Government at Deloitte were presented with a Certificate of Appreciation. Principal Yang was also present; he and Ms. Maganja spoke.

Public Comment:

None.

Board Member Comments:

None.

8.0 PUBLIC COMMENT

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

Darlene Anderson reported that, while helping a student, she found that John F. Kennedy High School's Single Plan for Student Achievement was not complete. Other Plans she downloaded from the website were also not complete. She is trying to understand how after school, extended day, or summer school program services are coming into the community. She is concerned that there is not enough data included for the public to view that shows the work is being done. She is concerned that there is little oversight. She said she knows there are resources in the community, but often parents do not know how to connect with those resources.

Claude Joseph spoke about school buses that the District has donated to children in Haiti. He thanked the District and Board, and especially Gabe Ross and Cathy Allen.

Nikki Milevsky reported that this morning she joined Superintendent Banda, Jay Hansen, Ellen Cochrane, and City Councilmember Steve Hansen regarding the re-opening of Washington Elementary School. SCTA have been strong advocates of this re-opening and believe it will be viewed as a first significant step in reversing the trend of declining enrollment in the District. They look forward to working with the District to make Washington Elementary School a destination school as part of an

overall plan to make the Sacramento Unified School District a destination school district. They believe it is possible, due to the May Revise, for the District to move faster in reducing class sizes to the 2008 staffing levels, and they have made a proposal to the District to do that.

Tim Tautz referred to a recent Sacramento Bee article about the re-opening of Washington Elementary School. He has two children at David Lubin Elementary School and is concerned that the plan is to open Washington Elementary School as a STEAM school. David Lubin Elementary has been working toward opening as a STEAM school as well. He noted that the schools are in close proximity and is wondering if the schools will be in competition with each other. He would like assurance from the Board that the District will still support David Lubin Elementary School's attempts at becoming an accredited STEAM school.

Jennifer Aten, a parent of two children at David Lubin Elementary School, also has concerns about the proximity of their school to Washington Elementary School, considering the program planned at Washington Elementary School. She noted all of the positive things going on currently at David Lubin Elementary School and that the award winning Robotics Team recently presented to the Board as Stellar Students.

Jessica McLaughlin, one of the Robotics coaches at David Lubin Elementary School, also addressed the STEAM issue.

Christina Reyes, has two children at David Lubin Elementary School, and also is concerned about the STEAM issue. She spoke about the great parent involvement at the school.

Christina Stevenson, a parent at David Lubin Elementary School, also is concerned about the recent plans for Washington Elementary. Also, she would like to see class sizes reduced at all schools.

Libby Augusta, a parent from David Lubin Elementary School, is also concerned that a STEAM program is also being planned for Washington Elementary School.

Leslie Oberst, a parent at David Lubin Elementary School, spoke of the community at the school and the STEAM program. She would like the Board's support in having David Lubin Elementary School become a STEAM school.

Mary Odbert, a parent at David Lubin Elementary School expressed her surprise that Washington Elementary School may be re-opened as a STEAM school. It is her understanding that the District has provided little support in the process so far, and is surprised that Washington Elementary School will be re-opened when two years ago it was closed due to lack of enrollment. She asked that the Board support David Lubin Elementary School's quest to become a STEAM school.

Maria Medina, a parent at Edward Kemble Elementary School, has concerns that the grass area has grown too big and is dry. Maintenance did come out to cut it. She brought before and after photographs of the area. However, it was not cleaned up properly as shown in the after photographs. She asked what she can do to get the help to have the area cleaned up properly. President Woo assured her that she has been heard, and it will be taken care of.

Board Member Comments:

Member Cochrane said that she supports 100% the re-opening of elementary schools and is rooting very strongly for the re-opening of Washington Elementary School. However, she would like the parents and community of David Lubin Elementary School to be noted. They have been working to become a STEAM school quietly and unrecognized for more than a year. She supports their work 100%. David Lubin Elementary School has lost a lot of students to Phoebe Hearst Elementary School; they have struggled with their GATE identity and creating equity on the campus. They have come through a lot, and STEAM is going to give them the opportunity to go further. She would like to receive the list of accomplishments and things they have done toward becoming a STEAM school as mentioned by one of the speakers. She urged them to put it to the attention of Superintendent Banda and Area Superintendent Mary Hardin Young. While it is her hope that Washington Elementary School does open, it will not be at the detriment of another nearby school. Member Cochrane also noted that there

is nothing concrete about Washington Elementary School right now except a desire to have it open. There is no direct funding for a STEAM program at that school. Nine teachers at David Lubin Elementary are in special project training right now for new Science standards. More teachers wanted to go, but there was no room. This is their vacation time, and the District is not funding their training; it is something that they have chosen to do themselves. The School Site Council has identified technology instruction as a school-wide goal. They have written grants and proposals to support STEAM instruction. They have a math vision that unifies all math instruction at the school. Four to six teachers of grades four to six specialize in Math and Science. There is a teacher that is getting a Master's degree in STEAM, and she will be able to provide education and training for others. Member Cochran also spoke about the Robotics Team and their recent presentation. She is in contact with Principal Dixon and will continue working with the District. She assured the speakers present that she will work with them, and they will have the STEAM program.

Member Rodriguez thanked parent Maria Medina from Edward Kemble Elementary School for bringing the issue of the campus not being kept up and assured her that she will follow up with staff to make sure it is done. She then spoke about David Lubin Elementary School and school closures. She supports re-opening schools, but also supports processes and equity.

Second Vice President Hansen thanked the David Lubin Elementary School students and families for the support and enthusiasm for the programs that are happening at their school. He hopes that if we move forward with Washington Elementary School that they will be a role model and help Washington Elementary School be successful as well. He spoke about declining enrollment in the District. Some of it is due to demographics, but our challenge is to have great academic programs. David Lubin Elementary School has traditionally been one of the highest scoring schools in the District and currently has over 600 students. He noted that 100,000 workers come into the central city of Sacramento every day which translates into a lot of families with students. If they can bring their children to our schools, that is an opportunity to increase the number of students at our schools. We should be endeavoring to raise enrollment at all of our schools and making them better. Competition against other schools in other parts of the greater Sacramento area is how we are going to keep our enrollment high. He encourages all of us to grow together to raise our economic standards and programming at all of our schools.

Member Ryan addressed her comments to the family and educators that come out tonight from David Lubin Elementary School. She feels they raised several very good points, one of them being the need for us to better support programs like the STEAM program at David Lubin Elementary School. We should use it as a way to attract families back to our neighborhood schools. She has heard great things from families about the school. She appreciates their passion and commitment and wants to be a support for them as they work to realize the vision of STEAM.

9.0 CONSENT AGENDA

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

9.1 Items Subject or Not Subject to Closed Session:

9.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

9.1b Approve Personnel Transactions (Cancy McArn)

- 9.1c *Approve Business and Financial Report: Warrants and Checks Issued for the period of May 2015 (Gerardo Castillo, CPA)*
- 9.1d *Approve Appointment of Board Member Ellen Cochrane to CSBA Delegate Assembly (José L. Banda)*
- 9.1e *Approve Operational MOU, Special Education MOU, and Facilities Use Agreements for Capitol Collegiate Academy and Yav Pem Suab Academy (Sue Lee)*
- 9.1f *Approve Staff Recommendations for Expulsion #13, #14, and #15, 2014/2015 (Lisa Allen and Stephan Brown)*
- 9.1g *Approve Resolution No. 2847: Resolution Regarding Board Stipends (Darrel Woo)*
- 9.1h *Approve New Board Policy No. 5147.27: Food Allergies (Barbara Kronick and Raoul Bozio)*
- 9.1i *Approve Revision to Board Policy No. 3260: Fees and Charges (Raoul Bozio)*
- 9.1j *Approve Revision to Board Policy No. 5125: Student Records (Raoul Bozio)*
- 9.1k *Approve Amended Minutes of the February 19, 2015, Board of Education Meeting (José L. Banda)*
- 9.1l *Approve Minutes of the May 21, 2015, Board of Education Meeting (José L. Banda)*
- 9.1m *Approval of Theodore Judah Expansion (Cathy Allen and Mary Hardin Young)*

Items 9.1a and 9.1m were pulled to be voted on separately at the request of Member Rodriguez.

President Woo asked for a motion to adopt the Consent Agenda with Items 9.1a and 9.1m pulled. A motion was made to approve by Vice President Pritchett and seconded by Second Vice President Hansen. The Board voted unanimously to adopt the agenda.

Public Comment:

Rob Ferrera, a parent of students at Theodore Judah Elementary School and President of Theodore Judah Elementary School PTA, said that the PTA supports the construction of a new building as a long term investment in the school. With new facilities, the school has the capacity for the estimated 75 students that McKinley Village would add to the elementary school population. The PTA Board supports the students attending Theodore Judah Elementary School. This development is part of the East Sacramento neighborhood, so it stands to reason that the kids from this new neighborhood should attend the school that is within biking and walking distance to keep traffic down and to feel as part of the community. If McKinley Village students were designated for Caleb Greenwood Elementary School, they would have to travel 2.2 miles. This project also supports the vision of the school's Project Green initiative. Four years ago a group of students developed a plan that included an energy efficient building. They feel that using the Project Green funds would be very appropriate in helping to make this project cost neutral.

Ron Vrillakas, an architect, spoke on the Theodore Judah Elementary School building. His wife is a teacher there, and his daughter is a student there. He is therefore familiar with the facility through direct contact over the past five or six years. He feels this is an opportunity to showcase how a facility can be added to, modified, and changed. He is grateful to be representing the District.

Board Member Comments:

Member Cochrane noted that this is a very important project. She asked Cathy Allen and Mary Hardin Young to answer questions. She asked why we should build at Theodore Judah Elementary School when it is one of the most privileged schools by virtue of the area which it is in. She also noted there is a web of funding that has gone into the planning for this project, and asked Ms. Allen to explain the funding. Ms. Allen referred to a graph that the Board received. She said that they have been working with Mr. Vrilakas and representatives from Hilbers, Inc. They have been helping to price this project as we move forward. We went through several re-designs, but ultimately ended up with a building that will give a net six classrooms after we demolish three existing ones. So it will be a nine classroom building with restrooms. The estimated hard and soft building costs are \$4.9 million. Some other costs to allocate for are any of the expenditures done to date, requirements we do not know about yet in terms of impacts we have to mitigate, furniture and equipment, and the Project Green area of the campus will be folded into the project as well. She referred to the graph which shows \$3.37 million from Measure Q. The developer fees from McKinley Village are roughly \$1.3 million. Encore McKinley Developers actually are donating \$175,000 to the project and the community has agreed to raise funds. Including the other estimated project costs the total will be about \$5.5 million dollars for the project. Any shortfall would come out of Measure Q. Member Cochrane asked Ms. Hardin Young to speak about community engagement at this point. She replied that the project conversation started in the Spring of 2012, but over the past year there have been four large community meetings which included canvassing the neighborhood. Community outreach included e-mails and other avenues from March of 2014 to earlier this month. After the first large community meeting, it was evident they wanted a smaller group that would meet and guide the process. Therefore a small working group, including Ron Vrilakas, was formed. It was open to everyone, and attendance varied. The group included neighbors, parents, and staff members. They helped design the larger public meetings and the communications to the community. They gave District staff feedback on things that were coming forward. The small working group met 10 to 11 times within the past year. Member Cochrane gave a few additional facts. She said that the building is not going to be built all the way out initially. There will be the possibility to add additional classrooms to the structure. So often in the District we use modulars and portables, but this is an opportunity to have a “stick-built” building by one of the premier architects in Sacramento who is regionally known. Community members have promised to earn \$55,000. This is in addition to the \$175,000 being donated by the developer. She feels this is an opportunity that cannot be missed. It will be the realization of children who did the initial design and gave the initial ideas for the building. Theodore Judah Elementary is known as a Green School, and this will be a Green Building. She urged her fellow Board members to support the project.

Member Ryan thanked Mr. Vrilakas for all of his efforts as well as Board Member Cochrane and District staff. She noted that the conversation started with talking about spending more than \$3 million dollars to relocate portables, which are not long-term. She feels this is a great example of someone stepping forward, having a vision, and saying it does not make sense to spend multi-millions of dollars on relocating portables when with some vision, partnership, and planning actually have permanent structures. This is also a community that is very active and engaged. One of her challenges to the stakeholders that have been involved in this process is to help us determine a process for developing a master plan so that some of our other communities, particularly poorer communities, can roll out these types of projects as well.

Member Rodriguez referred to Ms. Allen’s earlier statement that the developer fee money is to follow the students and asked what that means in terms of the potential re-opening of Washington Elementary School. Ms. Allen answered that the resolution passed by the Board did not solely limit the funds to Theodore Judah Elementary School. It just said the funds would follow the students, and the school sites were listed. At the time, Washington was not listed as it had already closed. She said that does not mean seven through twelve developer fees that come through on McKinley Village and other developments that are in that area

could not be spent on needed work elsewhere. She was hesitant to have the resolution go forward because we do not typically tie hands on developer fees, but it was one way to work collaboratively to be able to fund the project. She does not know where the funds will go. Member Rodriguez said that makes her uncomfortable. She would rather see us hold and wait to see what happens with the re-opening of the other school site before we go forward with any planning.

President Woo said that was discussion on Item No. 9.1m. There were no speakers on Item No. 9.1a. Member Rodriguez said that she merely wanted to pull it so that she could vote on the other Consent Agenda Items.

President Woo asked for a motion to approve Item 9.1a. Vice President Pritchett made the motion and Second Vice President Hansen seconded. The motion passed 6-1 with Member Rodriguez voting no.

President Woo then asked for a motion to approve Item 9.1m. Member Cochrane made a motion to approve and Second Vice President Hansen seconded. The motion passed 6-1 with Member Rodriguez voting no.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Approve Continuous Improvement of Special Education Services: 2015-2016 Annual Service Plan and Annual Budget Plan (Dr. Olivine Roberts and Becky Bryant) **Action**

Becky Bryant presented on this Item that was brought back due to the request of the Board. She gave a brief recap of the presentation given at the June 4th Board meeting and more specificity to the items requested. She went over the five SELPA goals. Actions to assist staff in meeting the goals were included per Board request. She noted there was an oversight during the last presentation regarding the alignment of SELPA goals to LCAP Goal 2, clean, safe, healthy, physically and emotionally safe environment. SELPA Goals 2 and 3 both align to LCAP Goal 2. She reported on service delivery models and reported that they have finalized the placements of the new Special Day Classes (SDC). She went over the 2015-2016 Annual Service and Budget Plan, noting that expected expenditures match projected revenue.

Public Comment:

Darlene Anderson said that she thought we would get some information back about the disproportionality of African American students being placed in Special Education. But mostly she is concerned about the program description of the SDC classes. She feels the SDC children should be on the same pathway as general education students. However when students are in SDC and have gotten two to three grade levels behind, they are not in the same general education text books and do not have the same goals. Their Individual Education Programs (IEPs) are also not complete. She is concerned that the District is hiding children that are below grade average. She would like to hold the Board accountable, and she has filed a complaint for a couple of children, but she said she is thinking she needs to file a Federal complaint because the District is not providing the same level of services to the children in SDC as they are providing to kids in regular education.

Angie Sutherland, a parent at Hollywood Park Elementary School and the Chair of the Community Advisory Committee, spoke as a parent. She was happy to see some strategies are now listed with the five goals. She commented on each of the goals and strategies, talked about the measures of effectiveness, and early intervention.

Grace Trujillo said that she agrees with everything said by Ms. Sutherland. She spoke about early intervention and feels that this is the key to being successful. She shared her personal experience with her son who is Special Education.

Board Member Comments:

Member Ryan discussed a data request sent in May that was discussed at the last Board meeting. She asked Ms.

Bryant how many staff in the District office are deployed to be responsive to families and to oversee the management of this work. Ms. Bryant answered that there are three management staff, and there will be four. There are three Supervisors that assist Ms. Bryant. In addition, there are ten program specialists who are the direct liaison to the school sites and families. Member Ryan asked to what we attribute the increase in Special Education in the District. She wanted to know if there had been analysis done to look at the disproportionality of Special Education student referrals and if there were any thoughts as to why the numbers have grown so substantially. Ms. Bryant answered that when there is not a clear system of pre-intervention support across the organization, often schools look to Special Education. There has been a very legitimate increase in some categories of disabilities over the years such as autism. In the past five to seven years we have probably tripled our enrollment of students. Many more students are receiving diagnosis very early in life, so we have many more preschoolers than we have previously. Due to advances in medical science, many students who previously would not have survived come to us with very significant needs. We are also a very large, centralized, urban school district where multiple families live together, and there are multiple children in families that have disabilities. Member Ryan asked if anyone in the department has ever done an analysis over the referrals themselves and how they are being generated, and has there been an analysis done of the percentage of teachers compared to the percentage of referrals they are generating. In other words, she has seen in other districts where 20 percent of teachers are generating 90 percent of the referrals. Ms. Bryant said that we have not found that. We do keep yearly data on our referral rates at each school. We also keep data on the number of preschoolers coming in through those schools, as well as parent requests. We keep this data on an annual basis. We do not keep data by teacher; it is per school site. Member Ryan asked if there is reason that it is unfeasible. Ms. Bryant answered that we do many assessments during the year, and we have many transfers in and out, so although we have 6,700 students currently, we probably begin assessments on several hundred more than that. So we have not kept data in that way, but it is something we could look into. Ms. Ryan said she would be very interested to see that data. She also asked if there has been any strategy, intervention, or successful models looked at regarding closing the disproportional impact and achievement gap for African American students in Special Education. Ms. Bryant answered that when we were disproportionate previously, we did do some of that work. We exited disproportionality within a year, so perhaps our focus drifted to another place. Many of our neighboring districts are in the same situation we are in terms of disproportionality in some fashion. When we have looked at the data currently, for this disproportionality, it appears to be because we have lost a lot of general education students who are African American. Member Ryan said even though we have lost a lot of general education students who are African American, recognizing that this is still a huge challenge for the District, she would hope we would elevate it to a high priority as we are trying to evaluate how we serve this population moving forward. As we do the LCFF and LCAP work, we cannot overlook the need to focus on intervention and strategies for this group. Member Ryan also pointed out, regarding the parent education and communication piece of this and how parents feel unsettled in not knowing what school site their child will attend until often late into the summer prior to the school year, that this is something we have to be able to address. She knows it is difficult to do projections on the number of students that we are going to serve, but she would like to see a more cohesive form of communicating with our families. She suggested a better utilization of resources, such as our phone messaging services to make sure families understand the routes they have ahead of them and what their options are. She feels that this is a segment of the community that has a high need, yet does not feel that, even with the best efforts of an under-resourced staff, they understand where to go.

Member Rodriguez addressed a couple of points that Ms. Sutherland brought up. She said we have been doing inclusive practices for five year now and asked what types of data has been collected, and what is it telling us about inclusive practices? Ms. Bryant replied that most of the data we have collected is more affective data regarding how the students have done socially. Behaviors have improved, and they feel more included in their school community. Parents report that their children are happier going to school with other students that are in general education. We had some survey data last year where we surveyed the students to ask them how they felt about having two teachers. They responded that it felt normal to them. In terms of achievement data, she has analyzed some work from various settings and sites over the years and found that the improvement in writing and the level of the rigor in the co-teaching settings is sometimes higher than some of our Special Day Classes. Member Rodriguez asked Ms. Bryant if she felt inclusive practices should be expanded upon. Ms. Bryant said yes, she would like to see inclusive practices expanded. Member Rodriguez then asked if we have more lawsuits based on IEPs or 504s. Ms. Bryant said she does not directly deal with the 504s, so she is not aware of the statistics of litigation around 504, but she is quite versed in the litigation around Special Education however. She would say that litigation around Special Education occurs at a higher rate. Member Rodriguez asked what types of remedies we have in place to avoid those types of occurrences. Ms. Bryant said that we spend a lot more time on IEPs because the key is in the development and implementation of the IEP. Management staff is often at

IEPs so that decisions can be right there and documentation can be provided. In past years that often was not the case. We have also worked hard to improve relations with parents, but she does not think we will ever see a day where we do not have disputes. It concerns Member Rodriguez when children have to change school sites. She knows some schools are more fit and have a better support system for Special Education needs and some just do not have it. She asked how we are going about providing that type of equity throughout our District. Ms. Bryant said that this year when we needed to open new classrooms for next year, it was very much a focus for us to put those classes so that we have a range of options at school sites and begin to develop continuum of primary and intermediate options of same kinds of classes on school sites. We were able to do that at the elementary segment. We also looked at adding programs at the secondary level in different areas of town so that there would be more of a continuum of service. If you were in an East area school for middle school that you would continue at an East area high school for the particular kind of SDC class that you had. Member Rodriguez requested that the data on inclusive practices be shared with the Board. Ms. Bryant said that we have surveys from last year, but have not analyzed the surveys from last year yet. They will be done before June 30, and so she will provide the information in July.

President Woo entertained a motion to approve. A motion was made by Vice President Pritchett and seconded by Second Vice President Hansen. The motion passed unanimously.

10.2 Approve 2015-2016 Local Control and Accountability Plan (Gabe Ross)

Action

Chief Communications Officer Gabe Ross presented the 2015-2016 Local Control and Accountability Plan along with Coordinator of LCAP and SPSA Cathy Morrison. Ms. Morrison spoke about the final LCAP composition, engagement summary, updates to the plan since the public hearing (which included a technical review from the County Office of Education), and next steps. Mr. Ross made some final comments before taking questions.

Public Comment:

Darlene Anderson said that some time back she filed a complaint with the State of California regarding the achievement for African American students. She asked what has the State of California held accountable for the achievement of African American students. The State referred it to the District and the District said we have Title I and the LCAP. She is concerned, however, that Title I and the LCAP do not follow African American achievement.

Sue Vang, of Hmong Innovating Politics, stated that the LCAP has very much improved from the draft, however she urged the Board not to support the LCAP without increasing instructional services to English learners. She noted that English learners are significantly behind the rest of the student population and graduation rates are eight percent lower. She discussed how the District has also not met Federal targets and other statistics illustrating the strong need to provide more academic services to English learners.

Liz Guillen, of Public Advocates, agrees with Ms. Vang's comments. She highlighted the letter that Public Advocates and the ACLU sent to every Superintendent in the State. She forwarded it to the Board via e-mail and also brought printed copies tonight. The letter highlights some of the minimum requirements of the LCAP process that they thought needed focus based on what they saw in the first year and through the second year. She said that the District has done a lot of it, especially in comparison to other districts. She pointed out that it is not clear what need of the targeted students we are trying to address. She said the regulations require us to identify what need of unduplicated students we are addressing and how those services or expenditure meets that need. She looked at Linked Learning as an example. She said we are spending supplemental and concentration dollars for the program but are providing it to all students. It is not clear what need of English learners, low income students, and foster youth we are addressing. And not just the need, but what goal have we set for those students that this program will help them address. She said also it should not come as a Consent item.

Board Member Comments:

Member Arroyo said this year, because of timing, we were running a process concurrently with the development of our internal budget. Ideally, we want this process to wrap up by December or January because this is when the District staff is working on budget. If our internal budget reflects those priorities, the LCAP work should come earlier. Mr. Ross addressed the concern by saying that we struggle with this timing issue; the LCAP needs to inform the budget, but the budget needs to inform the LCAP. They almost have to be operating concurrently. One thing experienced through the engagement process is that it is a lot harder to engage with people in the

theoretical. There is always a lot of interest in wanting to see the numbers; what are the dollars and expenditures? So to have really robust conversations before we have any sense of a State budget in January is really challenging. However Mr. Ross concurred that we should start earlier. One thing he is sure the new Chief Strategy Officer will be looking at is how do we start in the Fall, having a bigger conversation around goals, the annual update, and pieces that we can do without the budget component. By laying that ground work in the Fall and early Winter we will be in a good position when we get information from the State around the budget and resources to align those dollars to our goals. We can then have a conversation with the community about what that looks like in the second half of the year. He does not think we can look at it quite so linearly, as the LCAP comes first and then the budget. It is a constant cycle throughout the process, making sure that the two pieces reflect each other. By law the LCAP and budget have to be adopted together. Member Arroyo asked to what degree our current budget as adopted would be any different had we not had to do an LCAP. A lot of the budgets approved are formulaic; they are based on expenditures, trends, and demands that are expected for the following year. So in many ways, staff and the Superintendent consider what is coming up and what is approved is an adoption of a previous year's budget adapted for the next year. He is not convinced, therefore, that this year's budget would have been very different had there been no demand for an LCAP. So, to what degree is the LCAP really influencing the budget? His guess is that if the input comes earlier then we know what priorities need to be kept in mind and give direction to the staff. This is part of the work that will need to be done between August/September through May of next year. So perhaps use the Spring to consolidate who the team is so that we do not have to wait until September, for school to start, and then select a team. Member Arroyo asked if we could select an LCAP committee around this time next year, in the Spring, that will start in earnest in the Fall. He would rather see a lot of input earlier in order to see it reflected in the budget that staff puts together. This would allow time for priorities to be reflected. For example, he agrees with the comments made by Ms. Vang regarding English learners, but at this point we will not re-open the budget. He said the Spring could be used to have hearings and presentations about what would be a more robust program, seeing what resources are available, and what we can change to really address some of the concerns. Mr. Ross said that these are good points. The timing and sequencing are pieces that are still being worked out. We know for certain we will be starting far earlier next time. As far as alignment with the budget, there are always going to be things that are out of our control. This year was a bit of an anomaly in that we had the May Revise come out with an extraordinary amount of new resources. Mr. Ross spoke about leading the school site councils to have conversations around single plan as a year-round conversation. The conversation should be on-going about priorities and resources. Mr. Ross feels we need to eventually get to where it is not about the beginning and end of a process, but really is an on-going process. The LCAP is a three year plan that we update every year; we do not have to start with a blank slate every year, but there is an opportunity every year to revisit and have conversations early. He understands Member Arroyo's point, agrees, and feels we will get there. Member Arroyo said that he does not bring this up as a criticism but as part of the learning process. In terms of working on the LCAP in the Fall, the group could be using the previous year's budget the same way staff uses the budget to make projections. There could be adjustments, but it would not inhibit a robust conversation amongst members of the LCAP given that there is a previous year's budget that they can work on, review priorities, and then as the Governor's proposal gets submitted adjustments could be made later on.

Member Rodriguez likes the summary that was provided. She appreciates the efforts mentioned about getting the English learner committees more aligned. She understands it is time to approve the LCAP, however she finds the comments from Ms. Vang extremely valid and feels there needs to be a commitment from the Board level about making the placement of English language learners a priority. We need to build on the asset of having a bilingual culture in the District. She asked if some of these comments and desires can be implemented when the LCAP comes back from the Sacramento County Office of Education. Mr. Ross asked if Member Rodriguez means changing the budget allocations. She noted that there will be a revision on the budget, and she would like to place a priority on English language learners. Mr. Ross noted that the LCAP is snapshot of the work that is happening in the District, it is the goals and the metrics that drive our work, but it is not inclusive of all the work that is happening with our English language students and in the English language department. He suggests that when Dr. Roberts is back, she can provide the Board and community with some information to get a more holistic sense as to what the needs are and the work that is currently going on so that we can really approach it strategically. As far as the timing, that is at the Board's discretion with budget allocations. If the Board desires to allocate more money into supporting the needs of English language students, they will certainly adjust the LCAP to accommodate.

Member Rodriguez made a motion to extend the meeting until 11:15 p.m. Vice President Pritchett seconded. The motion passed unanimously.

Member Rodriguez said she is advocating for her request to happen; she would like to see English language learners in the LCAP. Her vision for the next LCAP is that we will have the metrics and the team of parents looking at what this year's LCAP group did and then adding in some columns and some ways to measure. We will then start with a benchmark.

Member Ryan, in looking at the LCAP Advisory group comments and recommendations, as well as the comments of Ms. Guillen and Ms. Vang, she said the request to increase bi-lingual instructional assistants that are trained in ELA-ELD seems very consistent with the intention of LCFF. She pointed out a note that said adding instructional assistants will be used as a strategy to improve student outcomes moving forward, though not currently outlined in the 2015-16 budget. She asked if there was any cost analysis about what it would look like if we were to increase bi-lingual instructional assistants by 25 percent. Mr. Ross said he does not know the answer to that. Mr. Castillo said no, we did not do that analysis. Member Ryan said that, consistent with the intentions of LCFF and recognizing what Mr. Ross said earlier regarding the atypical financial situation we have this year, how do we know that this will in fact be a priority that will have funding in subsequent years? Especially if we cannot find a way to invest in growth for instructional bi-lingual assistants now? She would like thought to be given to what a plan could look like for funding the expansion of these positions while recognizing that it is consistent with the LCFF priorities.

President Woo asked for a motion to approve this Item. A motion was made by Vice President Pritchett to approve and seconded by Second Vice President Hansen. The motion was unanimously approved.

10.3 Adopt Proposed Fiscal Year 2015-2016 Budget for All Funds (Gerardo Castillo, CPA) Action

Chief Business Officer Gerardo Castillo presented. He gave a summary of the budget process, discussed community priority coalition recommendations, additional general fund revenues and expenses, gave a summary of the General Fund, went over the General Fund balance, gave a summary of other funds, explained the Local Control Funding Formula (LCFF) calculation, and went over the fiscal condition, and next steps.

Public Comment:

Karen Swett, of Making Cents Work, said that they recommend approval of the budget presented two weeks ago. They also urged the Board to reference the budget as the Board considers revenues and expenditures. She said there are some differences between the budget and the PowerPoint presented tonight. Although minor, they may have significance if there is a new revised budget in 45 days. They feel that Mr. Castillo and Mr. Smith have reached an almost perfect balance between austerity and investment. However, they would like the Board to consider the expenditure for books and supplies. Printed materials were provided to the Board. They feel parking funds in the 4000 object codes does not provide for austerity or an investment. The hope to see more and greater investment in the students.

Grace Trujillo has a concern that projection should be made ten years out rather than two. She has a concern also regarding the unfunded liabilities. She feels the only thing keeping us afloat is the improved stock market.

Board Member Comments:

Member Rodriguez commented on slide 22 of the presentation. In comparing the years 2013-14 and 2017-18, she pointed out the significant decrease in fund balance. She asked how we generate revenue as a school district. Mr. Castillo answered that the majority of revenue is from Average Daily Attendance (ADA). Member Rodriguez said that the biggest way we can encourage people to bring their children to our district is through innovative programs and availability of neighborhood schools. She likes that we are placing a priority on having conversations around the possibility of opening a particular school, but she feels that we can do more. She would like to see research done for another area school and feels we do the District a disservice to not go into neighborhoods and find out what they look like and learn if students that have experienced a school closure in their area are getting to school. Her informal survey shows that they are not. When a child misses one or more days per week, our revenue goes down. She is going to request that we put into a revised budget some funds to hire an outside, independent source to survey the Maple Elementary School neighborhood. She would like to do this so that we can ask parents from an objective point of view. She suggested covering this cost by reducing publications and marketing, Board staffing, and the reserve for economic uncertainties. She feels the consultant

will not cost more than \$20,000, and by her informal calculation the school would bring in another \$2 million dollars if re-opened.

President Woo entertained a motion to approve this Item. A motion was made by Vice President Pritchett to approve which was seconded by Member Arroyo. The motion passed unanimously.

10.4 Monthly Facilities Update (Cathy Allen)

Information

President Woo postponed this Item due to the lateness of the hour.

Public Comment:

None

Board Member Comments:

None

11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

11.1 Head Start/Early Head Start Reports

The Head Start/Early Head Start reports were received by President Woo.

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ June 27, 2015, 9:00 a.m. Board Retreat; Shriners Hospital, 2524 Stockton Boulevard, 2nd Floor
- ✓ July 16, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting

13.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by Student Member Asami Saito and seconded by Vice President Pritchett. The motion was passed unanimously, and the meeting was adjourned at 11:00 p.m.

José L. Banda, Superintendent and Board Secretary

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1f

Meeting Date: August 6, 2015

Subject: Approve Minutes of the June 27, 2015, Board of Education Retreat and Special Board Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the June 27, 2015, Board of Education Retreat and Special Board Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the June 27, 2015, Board of Education Retreat and Special Board Meeting

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

Sacramento City Unified School District

BOARD OF EDUCATION

BOARD RETREAT/SPECIAL MEETING

Board of Education Members

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

Saturday, June 27, 2015
9:00 a.m.

Shriners Hospital
2nd Floor
2425 Stockton Boulevard
Sacramento, CA 95817

MINUTES

2014/15-27

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 9:20 a.m.

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

Members Absent: Second Vice President Hansen (arrived at 9:40 a.m.)

A quorum was reached.

2.0 APPROVE JULY 9, 2015, FIELD TRIP TO ATTEND WHITE HOUSE TRIBAL YOUTH GATHERING

Superintendent Banda explained that, due to the timing of the trip, this Item had to be added to this Special Agenda in order to be approved in time. Member Arroyo moved to approve Item 2.0; Member Ryan seconded. The motion was unanimously approved. Member Rodriguez said she would like the group to present after their trip.

One public comment, under Item 4.0, was then heard.

3.0 BOARD/SUPERINTENDENT GOVERNANCE RETREAT

President Woo introduced Christopher Maricle, a consultant with the California School Board Association. Mr. Maricle went over subjects that the Board is interested in covering which he learned of through individual discussions with the members. The following subjects were discussed during the governance study session:

Framing the board development work – Mr. Maricle provided an overview of the research and literature on effective governance, highlighting two core concepts of governance:

1. Board members have three distinct and sometimes conflicting roles, representative, instrumental, and fiduciary.
2. Effective boards establish governance agreements with regard to their beliefs about governance, education, students, and staff; commitment to building constructive partnerships among board members and with the Superintendent; and values, norms, structures and procedures to organize their governing work.

Mr. Maricle recommended the Board focus the June 27 study session on five aspects of their governing work: core beliefs, constructive partnerships, use of committees, communication, and board meetings.

Committees: The Board briefly reviewed a summary of pros and cons regarding the use of board committees provided by the consultant. Board members discussed the importance of standing versus ad hoc committees to improve transparency, the use of committees to improve Board efficiency, the challenge of more time required by Board members to serve on committees, and the capacity of District staff to support these committees.

Communication: Mr. Maricle provided sample protocols for various communication needs between the Board and the Superintendent between meetings. These were used as a starting point for discussing their communications practice, which included responsiveness, timeliness, impact on District staff of individual Board member requests, ensuring Board members receive equal information, and understanding of the collective impact of individual Board requests.

Core beliefs: Each Board member and the Superintendent shared their personal reasons for being involved in District leadership. The consultant offered initial draft language for capturing their sentiments in four overarching belief statements as follows: 1) Learning and education is the key to the future; 2) No one should fall through the cracks; 3) Education can help improve neighborhoods and communities; and 4) We can make a difference through our Board service.

Values: The Board discussed values, and the consultant encouraged the Board to distinguish between values that drive district performance and values that drive how the Board and Superintendent work together as a team. As a result of the discussion, there seemed to be general agreement on three core values of respect, partnership, and integrity.

Meetings: There was not sufficient time to discuss Board meetings. Mr. Maricle provided printed materials regarding rules of order for the Board to review.

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

Public Comment (heard after Item 2.0):

Alex R. Visaya spoke on the rights of students in grades pre-Kindergarten through Twelfth grade. He asked the Board to please negotiate with the teachers' union much earlier, mid-July, instead of the traditional September start date. Mr. Visaya handed out a list of seven surrounding school districts.

He stated that the Sacramento City Unified School District is the third most diversified in the Nation.

5.0 CLOSED SESSION

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

6.0 RECONVENE INTO OPEN SESSION AND ADJOURNMENT

The meeting was adjourned at 4:00 p.m.

José L. Banda, Superintendent and Secretary to the Board

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: August 6, 2015

Subject: Adoption of Initial Proposal to Sacramento City Teachers' Association (SCTA)
Regarding Certificated Unit Collective Bargaining Agreement Negotiations

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

Division: Human Resource Services

Recommendation: Adopt the District's initial collective bargaining proposals to the Sacramento City Teachers Association.

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). This was done at the July 16, 2015 Governing Board meeting. The purpose of this item is to adopt the District's initial proposals to the Sacramento City Teachers Association related to collective bargaining for the 2015-16 and 2016-17 school years.

Financial Considerations: N/A

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

Documents Attached:

1. Sunshine Proposal to Sacramento City Teachers Association – July 16, 2015
2. Executive Summary

<p>Estimated Time of Presentation: 5 minutes</p> <p>Submitted by: Cancy McArn, Chief Human Resources Officer</p> <p>Approved by: José L. Banda, Superintendent</p>

Sunshine Proposal

to

Sacramento City Teachers Association

2015-16

Pursuant to Government Code section 3547, the Sacramento City Unified School District (“District”) hereby “sunshines” or submits the following initial proposals to the Sacramento City Teachers Association (“SCTA”).

1. Article 12—Compensation

The District has an interest in considering modifications to Article 12 to enable the District to continue to offer competitive salaries to its certificated employees while maintaining a sustainable budget and fiscal solvency.

2. Article 13 – Employee Benefits

The District has an interest in considering modifications to Article 13 related to life insurance, dental and vision benefits, and anniversary dates to enable the District to continue to offer affordable, appropriate value, health benefit coverage in a manner consistent with legal requirements while maintaining a sustainable budget and fiscal solvency and pursuant Paragraph 5 of the February 5, 2015 Initial Agreement between SCTA and the District, which provides:

The Parties also acknowledge that there remain issues in dispute related to changes including but not limited to in the dental, vision and life insurance policies for active and retired teachers, and the anniversary date for health benefits. The parties agree to continue discussions to resolve these issues.

2016-17

In sunshining and opening Article 13 at this time for the 2016-17 fiscal year, the District does not waive its right to sunshine other articles in the Collective Bargaining Agreement with SCTA as part of full contract re-openers for the 2016-17 fiscal year. The District is bringing this proposal forward at this time due to the complexities in health and welfare benefits.

1. Article 13 – Employee Benefits

The District has an interest in considering modifications to Article 13 related to health and welfare benefits to enable the District to continue to offer affordable, appropriate value, health benefit coverage in a manner consistent with legal requirements while maintaining a sustainable budget and fiscal solvency.

Board of Education Executive Summary

Human Resource Services

Adoption of District's Initial Proposal to SCTA Regarding Certificated Unit Collective Bargaining Agreement Negotiations

August 6, 2015 Board Meeting



I. OVERVIEW / HISTORY

Pursuant to the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). This was done at the July 16, 2015 Governing Board meeting. The purpose of this item is to adopt the District's initial proposals to the Sacramento City Teachers Association related to collective bargaining for the 2015-16 and 2016-17 school years.

II. DRIVING GOVERNANCE

Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board.

III. BUDGET

None

IV. GOALS, OBJECTIVES, AND MEASURES

In September 2014, the District and SCTA reached a Tentative Agreement that closed contract negotiations for the 2015-16 school year, except as expressly provided in that Agreement. Section 12.17.3 of the Agreement authorizes the District and/or SCTA to open negotiations to consider "possible enhancements to SCTA bargaining unit members' compensation" as a result of additional funding or savings over the District's general fund unrestricted budgeted projections for 2015-2016. In addition, Paragraph 5 of the February 5, 2015 Initial Agreement between SCTA and the District related to health benefits, provides:

The Parties also acknowledge that there remain issues in dispute related to changes including but not limited to in the dental, vision and life insurance policies for active and retired teachers, and the anniversary date for health benefits. The parties agree to continue discussions to resolve these issues.

Consistent with the Tentative Agreement and Initial Agreement, the District is opening

Board of Education Executive Summary

Human Resource Services

Adoption of District's Initial Proposal to SCTA Regarding Certificated Unit Collective Bargaining Agreement Negotiations

August 6, 2015 Board Meeting



Article 12 (Salary) and Article 13 (Benefits) for 2015-16. In addition, the District is opening Article 13 (Benefits) for 2016-17 to begin negotiations relative to health and welfare benefits. The District's Board of Education is required to hold a public hearing on the District's initial proposals.

V. MAJOR INITIATIVES

N/A

VI. RESULTS

The District intends to work with SCTA in good faith to negotiate over those items included in the District's initial proposal and any initial proposal submitted by SCTA.

VII. LESSONS LEARNED / NEXT STEPS

Adopt the District's initial proposal.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

Meeting Date: August 6, 2015

Subject: Approve Washington Elementary School Reopening

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

Division: Strategy and Innovation Office

Recommendation:

1. Approve Washington Elementary School's reopening, conceptual design, and timeline for 2016-17 school year launch.
2. Hire a principal for Washington Elementary School to serve as primary project manager leading to fall 2016 opening.

Background/Rationale: On February 21, 2013, the Board of Education approved the closing of Washington Elementary School along with six other schools, due to under-utilization. Current projections show area enrollment sufficient to sustain four area elementary schools (Theodore Judah; David Lubin; William Land; Washington). Additionally, Washington Elementary, developed as a destination school, will draw increased enrollment to the district.

Financial Considerations: There are no new financial considerations for the 2015-16 school year as the Board previously committed funds for associated costs.

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

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 minutes
Submitted by: Al Rogers, Ed. D., Chief Strategy Officer
Tu Moua-Carroz, Area Assistant Superintendent
Approved by: Lisa Allen, Interim Deputy Superintendent



OVERVIEW / HISTORY

On February 21, 2013, The Board of Education approved the closing of Washington Elementary School along with six other schools, due to under-utilization. Ongoing development in the Downtown Sacramento region and demographic projections show area enrollment sufficient to re-open Washington Elementary School. At the direction of the Superintendent and in collaboration with Board Member Jay Hansen, City Council Member Steve Hansen, and community stakeholders, staff have engaged the preliminary steps to position the Board of Education to re-open Washington Elementary School for the 2016-2017 school year. If re-opened, Washington Elementary School would serve as a “destination school” supporting local resident students and attracting new student enrollment from throughout the greater Sacramento area.

TIMELINE OF ENGAGEMENT AND ANTICIPATED STEPS TO RE-OPENING

- **March 12, 2015 – Joint Community Meeting** at Washington Elementary hosted by School Board Member Jay Hansen and City Council Member Steve Hansen
- **Spring, 2015** – Staff (Schools Office, Academics Office, Facilities, and Board) conducted **study visits** to a variety of schools with the Science, Technology, Engineering, Arts, and Mathematics (STEAM) focus. Schools visited include: Natomas Visual and Performing Arts Charter School, Ophir STEAM Academy, and Walter Bracken STEAM Academy.
- **August, 2015** – Board of Education Meeting for a Conference/Action Item to **approve the re-opening of Washington Elementary School** along with funding to hire the principal, and prepare the facility for service.
- **September, 2015 – Hire a Principal** to begin the work of opening Washington Elementary School for the 2016-2017 school year
- **October, 2015 – August, 2016** – Staff and the Principal hired will begin the **design and hiring** for the opening of Washington Elementary School for the 2016-17 school year.