



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, July 16, 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

2015/16-1

Allotted Time

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

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

3.0 CLOSED SESSION

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

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

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

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

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

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

3.4 Government Code 54957 - Public Employee Performance Evaluation:
a) Superintendent

- 3.6 *Government Code 54957 – Public Employee Appointment*
 - a) *Principal, Isador Cohen Elementary 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 Aaron Matsuda, a recent graduate of C. K. McClatchy High School.

- *Presentation of Certificate by Second Vice President Hansen.*

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.

8.0 PUBLIC HEARING

- | | | |
|-----------|--|--|
| 7:00 p.m. | 8.1 <i>Consideration and Public Notice of the District’s Initial Proposal to Sacramento City Teachers’ Association (SCTA) Regarding Certificated Unit Collective Bargaining Agreement Negotiations (Cancy McArn)</i> | Conference
5 minute presentation
10 minute discussion |
|-----------|--|--|

7:13 p.m. **9.0 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.

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, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 9.1b *Approve Personnel Transactions (Cancy McArn)*
- 9.1c *Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of June 2015 (Gerardo Castillo, CPA)*

- 9.1d *Approve School-wide Title I Program at Identified Schools (Dr. Olivine Roberts and Lisa Hayes)*
- 9.1e *Course of Study Approval: Introduction to Engineering and Design 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1f *Course of Study Approval: Physical Education (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1g *Course of Study Approval: Applied Medical English 9 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1h *Course of Study Approval: Medical Chemistry 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1i *Course of Study Approval: NS Spanish 3 for Health Careers 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1j *Course of Study Approval: Medical English Grade 12 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1k *Course of Study Approval: U. S. History: Public Health 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1l *Course of Study Approval: Expository Reading and Writing Course (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1m *Course of Study Approval: Medical Biology 1P, 2P (Dr. Olivine Roberts and Dr. Iris Taylor)*
- 9.1n *Approve Joint Venture and License Agreement Between Sacramento City Unified School District and Social Good Fund, Inc. (Fruit Ridge Community Collaborative) (Cathy Allen)*
- 9.1o *Approve Minutes of the May 27, 2015, Board of Education Special Board Meeting (José L. Banda)*
- 9.1p *Approve Minutes of the June 4, 2015, Board of Education Meeting (José L. Banda)*

10.0 COMMUNICATIONS

7:15 p.m.

10.1 *Employee Organization Reports:*

Information
3 minutes each

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

- UPE

7:30 p.m.	10.2	<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> 	
7:45 p.m.	10.3	<i>Superintendent's Report (José L. Banda)</i>	Information 5 minutes
7:50 p.m.	10.4	<i>President's Report (Darrel Woo)</i>	Information 5 minutes
7:55 p.m.	10.5	<i>Student Member Report (Elizabeth Barry)</i>	Information 5 minutes
8:00 p.m.	10.6	<i>Information Sharing By Board Members</i>	Information 10 minutes

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

8:10 p.m.	11.1	<i>Consolidated Application Spring Report 2015-16 (Dr. Olivine Roberts and Lisa Hayes)</i>	Conference 15 minute presentation 10 minute discussion
8:35 p.m.	11.2	<i>Approve 2015-2016 District Budget Update and Revision- State Budget Approval (Gerardo Castillo, CPA)</i>	Conference/Action 15 minute presentation 15 minute discussion
9:05 p.m.	11.3	<i>Bond Oversight Committee Annual Report (Cathy Allen)</i>	Information 10 minute presentation 10 minute discussion
9:25 p.m.	11.4	<i>Monthly Facilities Update (Cathy Allen)</i>	Information 10 minute presentation 10 minute discussion
9:45 p.m.	11.5	<i>Approve Joint Venture and License Agreement Between Sacramento City Unified School District and La Familia Counseling Center, Inc. for Maple Elementary School (Cathy Allen)</i>	Conference/Action 5 minute presentation 10 minute discussion

10:00 p.m.	12.0	BUSINESS AND FINANCIAL INFORMATION/REPORTS	Receive Information
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- | | |
|------|---|
| 12.1 | <i>Business and Financial Information:</i> |
| | <ul style="list-style-type: none"> • <i>Purchase Order Board Report for the Period of
March 15, 2015, through April 14, 2015</i> |

- *Purchase Order Board Report for the Period of April 15, 2015, through May 14, 2015*
- *Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for May 1, 2015, through June 30, 2015*
- *Enrollment and Attendance Report for Month 9 Ending May 15, 2015*
- *Enrollment and Attendance Report for Month 10 Ending June 12, 2015*

10:03 p.m. **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

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

10:05 p.m. **14.0 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 8.1

Meeting Date: July 16, 2015

Subject: Consideration and Public Notice of the District's 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: Provide notice to the public regarding 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). The purpose of this item is to provide public notice of the District's initial proposals to the Sacramento City Teachers Association related to collective bargaining for the 2015-16 and 2016-17 school years. After the public has had an opportunity to review and provide comment, the Board of Education adopts its initial proposals.

Financial Considerations: N/A

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

Documents Attached:

1. Public Hearing Notice
2. Sunshine Proposal to Sacramento City Teachers Association – July 16, 2015
3. Executive Summary

Estimated Time of Presentation: 5 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District
District's Initial Proposal to Sacramento City Teachers' Association (SCTA) Regarding Certificated Unit
Collective Bargaining Agreement Negotiations

NOTICE OF PUBLIC HEARING

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

Topic of Hearing:

Consideration and Public Notice of the District's Initial Proposal to Sacramento City Teachers'
Association (SCTA) Regarding Certificated Unit Collective Bargaining Agreement Negotiations

Copies of this program may be inspected at:

Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

The Sacramento City Unified School District Governing Board will approve Consideration and Public
Notice of the District's Initial Proposal to Sacramento City Teachers' Association (SCTA) Regarding
Certificated Unit Collective Bargaining Agreement Negotiations

HEARING DATE: Thursday, July 16, 2015

TIME: 6:30 p.m.

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

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Human Resource Services at (916) 643-
7400

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

District's Initial Proposal to SCTA Regarding Certificated Unit Collective Bargaining Agreement Negotiations

July 16, 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). The purpose of this item is to provide public notice of the District's initial proposals to the Sacramento City Teachers Association related to collective bargaining for the 2015-16 school year.

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

District's Initial Proposal to SCTA Regarding Certificated Unit Collective Bargaining Agreement Negotiations

July 16, 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

Approve the District's initial proposal.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1a

Meeting Date: July 16, 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. Recommended Bid Awards – Facilities Projects
4. Notices of Completion – Facilities Projects

Estimated Time of Presentation: N/A

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

Approved by: José L. Banda, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ADULT EDUCATION</u>		
A16-00002 Sacramento Employment & Training Agency (SETA)	7/1/15 – 6/30/16: Grant funding for Workforce Investment Act. Adult, Dislocated Worker, and CALWorks funds to provide Vocational English as a Second Language, Adult Basic Education GED, and Occupational Skills Sector Initiatives. The programs supported by these funds improve employment opportunities, and provide training, literacy, and vocational rehabilitation to community adults. Achievement in Adult Basic Education, English as a Second Language, and other vocational programs is measured through testing. Benchmarks are tracked for future funding opportunities.	\$781,280 No Match
A16-00003 Sacramento Employment & Training Agency (SETA)	7/1/15 – 6/30/16: Grant funding for Workforce Investment Act. Title I, Youth Program at Charles A. Jones Business and Education Center to serve 40 Out-of-School youth participants. Out-of-School participants are individuals between the ages of 18 and 24 who are not currently enrolled in public or private education, and who may or may not have completed a high school diploma, GED certificate, or equivalent. Students participate in an intensive program with low student-to-staff ratios for personalized assistance, and are provided guidance and support to meet their educational goals.	\$150,800 No Match
A16-00004 Sacramento Employment & Training Agency (SETA)	7/1/15 – 6/30/16: Grant funding for Workforce Investment Act. Title I, Youth Program that provides Universal Services. Funds will be used for a Youth Specialist/Worker to assist youth, ages 14 – 21 in job development skills, job search & placement at Charles A. Jones Business / Education Center.	\$61,000 No Match
<u>GOLDEN EMPIRE ELEMENTARY SCHOOL</u>		
A16-00001 RedRover Readers	7/1/15 – 6/30/17: Winner of 2015 RedRover Readers Impact Contest. Funds to be used to bring social and emotional learning to school. RedRovers Readers curriculum helps children increase their level of empathy for people and animals. Includes empathy celebration presentation and training for teaching and after school program staff.	\$5,000 No Match

SPECIAL EDUCATION

A16-00005 California Department of Education	7/1/14 – 6/30/15: Early Intervention Grant to be used for Early Education Programs run by the Sacramento County Office of Education serving medically fragile infants and toddlers with disabilities, and their families.	\$139,420 No Match
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EXPENDITURE AND OTHER AGREEMENTS

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
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FACILITIES SUPPORT SERVICES

SA16-00081 Vrilakas Groen Architects	7/1/15 – Completion of Services. Architectural and Engineering Services as needed for installation of a new two-story, nine classroom building at Theodore Judah Elementary School.	\$ 367,271 Measure Q Funds
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SCHOOLS OFFICE

Pivot Learning Partners	7/1/15 – 6/30/16: Assist in development of the Districts Strategic Plan, per proposal submitted in response to a Request for Proposals for Strategic Planning Facilitation issued in February 2015. Beginning in July 2015, Pivot Learning Partners will collaborate with senior District leadership to facilitate engagement of District stakeholders as part of their Change Design approach to strategic planning. Their extensive experience and skill-sets will support the District in sustaining coherence in its ongoing work with the LCAP.	\$153,145 General Funds
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TRANSPORTATION SERVICES

R16-00605 A-Z Bus Sales	Purchase of 27 passenger and wheelchair school buses, utilizing the Waterford Unified School District Bid #01/12. Public Contract Code §20118 allows government agencies, such as school districts to piggyback on awards while still satisfying the legally required competition for contracts.	Piggyback pursuant to Public Contract Code §20118 \$1,749,994 Transportation Funds
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RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Project: Lease-Leaseback Agreement for Swimming Pool Renovations at Sacramento Charter High School

Recommendation: Award to XL Construction

Amount/Funding: \$865,698 – Emergency Repair Program Funds

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

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

NOTICES OF COMPLETION – FACILITIES PROJECTS

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

Contractor	Project	Completion Date
Simplex Grinnell	Fire Alarm Testing at 111 Sites	October 2, 2014
Stuebaker Brown Electric	Fire Alarm Panel Replacement at 11 sites	April 1, 2015
Stuebaker Brown Electric	Fire Alarm System Upgrade at Transportation, Central Warehouse and Facilities Maintenance	June 15, 2015



Business Services

Contracts Office

5735 47th Avenue • Sacramento, CA 95824

(916) 643-2464

José L. Banda, Superintendent

Gerardo Castillo, Chief Business Officer

MASTER AGREEMENT

For

ARCHITECTURAL SERVICES

With

VRILAKAS GROEN ARCHITECTS

July 16, 2015

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MASTER AGREEMENT FOR ARCHITECTURAL SERVICES

This Master Agreement for Architectural Services (“Agreement”) is made and entered into by and between the Sacramento City Unified School District, a school district duly organized and existing under the laws of the State of California (the “District”), and Vrilakas Groen Architects (the “Architect”), with respect to the following recitals:

A. District proposes to undertake the construction of improvement projects which require the services of a duly qualified and licensed architect.

B. Architect represents that Architect is licensed to provide architectural/engineering services in the State of California and is specially qualified to provide the services required by the District, specifically the design and construction oversight of public school(s).

C. The parties have negotiated the terms pursuant to which Architect will provide such services and reduce such terms to writing by this Master Agreement.

In consideration of the covenants and conditions contained in this Master Agreement, the parties agree as follows:

ARTICLE 1

DEFINITIONS

1.1 **Additional Services.** “Additional Services” shall mean those services in addition to the Basic Services that are provided by Architect and authorized in writing by the District, and as further defined in Article 6 herein.

1.2 **Agreement.** “Agreement” shall mean this Master Agreement for Architectural Services.

1.3 **Architect.** “Architect” shall mean Vrilakas Groen Architects, and its officers, shareholders, owners, partners, employees, agents and authorized representatives.

1.4 **Basic Services.** Architect’s Basic Services consist of the design services, including landscaping architectural services and landscape irrigation design, civil, structural, mechanical, and electrical engineering services, normally required to complete the Project, as further defined in Article 5.

1.5 **Contract Documents.** “Contract Documents” shall mean those documents which are required for the actual construction of the Project, including but not limited to the Agreement between Owner and Contractor, complete working drawings and specifications setting forth in detail sufficient for construction the work to be done and the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical system and utility-service-connected equipment and site work.

1.6 **Contractor.** “Contractor” shall mean one or more contractors ultimately selected to perform work on the Project or any replacement.

1.7 **District.** “District” shall mean the Sacramento City Unified School District, and its governing board members, employees, agents and authorized representatives.

1.8 **Project.** “Project” shall mean the work of improvement described in Article 3 and the amendments to this Agreement set forth in the Project Authorization Form, and construction thereof, including the Architect's services thereon, as described in this Master Agreement.

1.9 **Project Construction Cost.** “Project Construction Cost” shall mean the estimate of total construction costs to the District as initially submitted by the Architect pursuant to this Master Agreement and accepted by the District, and as subsequently revised in these manners: (a) Revised by changes to the Project Construction Cost under Article 5 of this Master Agreement; (b) revised at the time the District enters a construction contract, to equal the construction contract amount, (c) increased by the dollar amounts of all approved additive contract change order items, with the exception of (i) items resulting from Wrongful Acts or Omissions on the part of the Architect, including but not limited to those items covered by Section 5.7.19.2, below, (ii) payments to Architect or consultants for costs of inspections, surveys, tests and sites and landscaping not included in the Project, and (iii) items where Architect and District agreed to compensate the Architect for its services on an hourly basis, pursuant to Section 5.7.19.1, below; and (d) decreased by the dollar amounts of all approved deductive contract change order items.

1.10 **Wrongful Acts or Omissions.** “Wrongful Acts or Omissions” shall mean Architect’s acts, errors, or omissions in breach of this Master Agreement, the applicable standard of care, or law.

ARTICLE 2

RETENTION OF ARCHITECT: STANDARD OF CARE

District retains Architect to perform, and Architect agrees to provide to District, for the consideration and upon the terms and conditions set forth below, the architectural and engineering services specified in this Master Agreement and related incidental services. The Architect agrees to perform such services as expeditiously as is consistent with professional skill and care and the orderly progress of the Project, and in accordance with a mutually acceptable project schedule as set forth in Attachment One to each Project Authorization Form. The schedule shall include reasonable allowances for review and approval of deliverables under the Master Agreement by the District and governmental entities having jurisdiction over the Project. The schedule may be adjusted by the Parties, in writing, as the Project progresses, to address circumstances beyond the Architect’s reasonable control.

All services performed by the Architect under and required by this Master Agreement shall be performed (a) in compliance with this Master Agreement and (b) in a manner consistent with the level of care and skill ordinarily exercised by architects in the same discipline, on similar projects in California with similar complexity and with similar agreements, who are licensed and qualified to provide the services required by the District; and all such services shall be conducted in conformance to, and compliance with, all applicable Federal, State and local laws, including but not limited to statutes, decisions, regulations, building or other codes, ordinances, charters, and the Americans with Disabilities Act (“ADA”) that are in effect as of the date of this Master Agreement. Architect shall be responsible for the completeness and accuracy of the plans and specifications.

ARTICLE 3

DESCRIPTION OF PROJECT

The Project concerning which such architectural services shall be provided is described in the Project Authorization Form, issued for each individual project.

ARTICLE 4

COMPENSATION

4.1 Basic Services

4.1.1 For all “Basic Services” satisfactorily performed as defined in Articles 1 and 5 of this Master Agreement, the total compensation paid to the Architect for the Project is set forth in the Project Authorization Form, issued for each individual project. This compensation shall be paid pursuant to the following schedule:

Initial Payment	0%
Upon Completion of:	
Schematic Design	10%
Design Development Phase (50%)	10%
Design Development Phase (100%)	10%
Contract Documents Phase (50%)	10%
Contract Documents Phase (100%)	10%
DSA Back Check	10%
Bidding Phase	10%
Construction Phase	25%
Close Out Phase	5%
<hr/>	
TOTAL BASIC COMPENSATION	100%

4.1.2. **PLEASE NOTE:** Beginning with the 2014/15 school year, the District is utilizing construction program management software, e-Builder™. All project stakeholders (Architects, Inspectors, Contractors, etc.) are now required to use this software for all project-related documents, questions, etc. If you have not already registered with e-Builder™, please go to their website, www.e-builder.net. You can also contact their technical support at (888) 288-5717, or support@e-builder.net. You may also call the Planning & Construction Office for assistance, (916) 264-4075 x1020 or x1025.

4.2 Additional Services

4.2.1 For all “Additional Services,” as defined in Articles 1 and 6 of this Master Agreement, compensation shall be a fee to be agreed upon by the parties in writing prior to performance of such services by Architect. Unless expressly stated in the written authorization to proceed with the additional services, the fee for such additional services shall be an amount computed by multiplying the hours to be worked by Architect's staff or Architect's consultants by their standard billing rates as shown in Attachment Two of the Project Authorization Form or as otherwise specifically approved in writing in advance by District.

4.2.2 Architect shall keep complete records showing all hours worked and all costs and charges applicable to work not covered by the basic fee. Architect will be responsible for Architect's consultants keeping similar records. District shall be given reasonable access to those records for audit purposes.

4.3 Reimbursable Expenses

Reimbursable Expenses are in addition to the Compensation for Basic and Additional Services and include actual expenditures made by the Architect and the Architect's employees and consultants in the interest of the Project for the expenses listed below:

4.3.1 If authorized in advance, expense of transportation in connection with the Project; living expenses in connection with out-of-town travel; and long distance communications.

4.3.2 Expense of reproductions; fax, postage and messenger for transmission of drawings, specifications and other documents (excluding reproductions for the office use of the Architect and the Architect's consultants).

4.3.3 Expense of data processing and photographic production techniques when used in connection with Additional Services.

4.3.4 If authorized in advance by the District, expense of overtime work requiring higher than regular rates.

4.3.5 Expense of renderings, models and mock-ups requested by the District; expense of publishing pursuant to section 5.6.5.

Reimbursable Expenses do not include indirect costs, such as general overhead (for example, home office overhead [including technology hardware and software] or insurance premiums), for which Architect must pay out of its compensation for services under Section 4.1, above; nor do they include expenses incurred in connection with Basic or Additional Services that result from Wrongful Acts or Omissions. Architect may not charge a mark-up on Reimbursable Expenses. Payment for all Reimbursable Expenses incurred in connection with either Basic or Additional Services shall be made on a monthly basis. Invoices, receipts or other documentation to establish the validity of all reimbursable expenses shall be a prerequisite to District payment of such expenses.

4.4 Each payment to Architect for Basic and Additional Services satisfactorily performed, and Reimbursable Expenses reasonably incurred, shall be made in the usual course of District business after presentation by Architect of a properly documented and submitted monthly invoice approved by District's authorized representative designating the services performed, or Reimbursable Expenses incurred, the method of computation of the amount payable, and the amount payable. District shall pay approved invoices within sixty (60) days after proper submission by Architect, and Architect otherwise waives all rights and remedies under law related to receipt of payment. To be properly submitted, an invoice shall be timely, be accompanied by all necessary documentation, list all activities performed and specify to which phase of the Architect's work listed in Section 4.1.1 it relates, and for each activity performed list the person performing it and the person's rate of compensation. Architect's invoice shall be submitted within ten (10) days of the end of the monthly billing period. If District disputes a portion of a properly submitted invoice, it shall notify Architect of the dispute and, upon Architect's written request, arrange for a meeting to confer about, and potentially resolve the dispute. Prior to this meeting, Architect shall provide all documentation requested to support disputed portions of properly submitted invoice. Regardless of any such dispute about an invoice or payment, Architect shall continue to provide all services required by this Master Agreement and law until the end of the Project, even if District and Architect cannot resolve all such disputes.

4.5 The Architect's compensation shall be paid at the time and in the amount noted, where the amount due to the Architect is not disputed, notwithstanding a Contractor-caused delay in completion of the project or reduction of final construction cost by reason of penalties, liquidated damages, or other amounts withheld from the Contractor. However, District may withhold from payments to Architect to the extent that (i) Basic and Additional Services remain to be performed, including but not limited to those required for project closeout and payments to Contractor; and (ii) Wrongful Acts or Omissions caused District to incur damages, losses, liabilities or costs, including but not limited to withholding any amounts for which Architect is responsible under Section 5.7.20.

4.6 Should District cancel the Project pursuant to section 12.1 of this Master Agreement at any time during the performance of this Master Agreement, Architect shall, upon notice of such cancellation, immediately cease all work under this Agreement. In such event, Architect's total fee for all services performed shall be computed as set forth in Section 12.1.

4.7 Architect shall not accept compensation or other benefits from other persons related to the Project, including payments from manufacturers of construction materials that are specified in the design.

ARTICLE 5

BASIC SERVICES TO BE RENDERED BY ARCHITECT

5.1 General

5.1.1 Architect's Basic Services consist of the design services, including landscaping architectural services and landscape irrigation design, civil, structural, mechanical, and electrical engineering services, normally required to complete the Project. The Basic Services also include the services described in this Article 5, below, including but not limited to bid package preparation, bid handling, preparation and processing of change orders, requests for information, and other contract administration duties. The District shall have the right to add or delete from the Architect's scope of services as it may determine is necessary for the best interests of the Project and/or the District. Architect shall expeditiously and diligently perform all of its work and obligations under this Master Agreement. Architect may not cease, delay or reduce, or threaten to cease, delay or reduce, its performance based on a payment dispute with District under Section 4.4, above. The Architect acknowledges that its priority is to complete the Project and the Architect's services, and that any payment disputes with the District under Section 4.4, if not resolved during the Project, must wait for resolution after the Project.

5.1.2 The Architect shall review the estimate described more fully hereinafter at each phase of Architect's services, also as defined hereinafter. If such estimates are in excess of the project budget, the Architect shall revise the type or quality of construction to come within the budgeted limit.

5.1.3 Whenever the Architect's services include the presentation to the District of Project Construction Cost, the Architect shall include a reasonable amount for contingency costs arising from, among other things, higher bids than anticipated, future increase in construction costs, and change orders based on unforeseen site conditions. However, any such contingency for change orders shall not affect Architect's compensation.

5.1.4 The Architect shall notify the District if there are any indicated adjustments in previously provided Project Construction Cost arising from market fluctuations or approved changes in scope or requirements based upon a mutually agreed upon index. Any such adjustments shall not affect Architect's compensation until bids are received and accepted.

5.1.5 At the District's request, the Architect and Architect's consultants shall cooperate with District and the District's consultants in verifying that Architect's plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructible and otherwise comply with the Contract Documents. If there are project meetings during the design and construction phases, Architect shall attend those meetings.

5.1.6 The Architect shall investigate existing conditions of facilities and thoroughly account for and list in the construction documents any pertinent conditions of such facilities, all in a manner that satisfies the standard of care and level of performance required by this Master Agreement. Architect's investigation required by this provision shall be limited to non-destructive evaluation.

5.1.7 Architect shall provide a list of employees who will be dedicated to delivering the project on time and within budget. All personnel provided by Architect shall be qualified to perform the services for which they are hired. Architect shall obtain District's approval of each employee of Architect who provides services under this Master Agreement, and approval of each change of employees who are providing such services. District may, upon 24 hours written notice, cause Architect to remove a person from the Project if he/she has failed to perform to District's satisfaction. Should additional employees be required to timely perform all of the services required under this Master Agreement and/or to avoid delay, Architect shall provide them immediately.

5.1.8 Architect is an agent of District and shall reasonably represent the District at all times in relation to the Project.

5.1.9 Architect shall be fully licensed as required by law at all times when providing services under this Master Agreement.

5.2 **Consultants**

5.2.1 Architect's Consultants. The Architect shall employ or retain at Architect's own expense, engineers and other consultants necessary to Architect's performance of this Master Agreement and licensed to practice in their respective professions in the State of California. Engineers and consultants employed by Architect for this Project shall be approved by District prior to their commencement of work. The Architect's consultants shall be employed to provide assistance during all aspects of the Project and will include, in addition to design services: review of schedules, shop drawings, samples, submittals, and requests for information. The Architect's Consultants shall also conduct periodic inspections of the site to determine conformance with the Project design and specifications and shall participate in the final inspections and development of any "punch list" items. Architect must disclose to District all such consultants retained, and the compensation paid to them.

5.2.2 District's Consultants. Architect shall confer and cooperate with consultants retained by District as may be requested by District or as reasonably necessary. District may retain a construction manager to assist District in performance of District's duties for the Project.

5.2.3 The Architect shall assist the District in procuring a certified survey of the site if required, including grades and lines of streets, alleys, pavements, adjoining properties and structures; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the building site, locations, dimensions and floor elevations of existing buildings, other improvements and trees; and full information as to available utility services and lines, both public and private above and below grade, including inverts and depths. All the information on the survey customarily referenced to a project benchmark shall be referenced to a Project benchmark. The

cost of any such survey shall be borne by the District, and the District shall own and, upon termination of this Master Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the survey.

5.2.4 Architect shall assist the District in procuring chemical, mechanical or other tests required for proper design. Tests for hazardous materials and borings or test pits necessary for determining subsoil conditions will be the responsibility of the District, and the District shall own and, upon termination of this Master Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the testing.

5.2.5 Architect shall assist the District and its consultants to apply for funding for the Project from the State Allocation Board. Architect shall be responsible for all submittals required of the Architect by the Division of the State Architect ("DSA"), Office of Public School Construction ("OPSC") and California Department of Education in connection therewith, including but not limited to: New Construction Program, Modernization Program, Career Technical Education, Critically Overcrowded Schools, Emergency Repair Program, Facility Hardship Program, High Performance Incentive, Joint-Use Program, Overcrowding Relief Grant and the Seismic Mitigation Program.

5.3 **Schematic Design Phase**

5.3.1 The Architect shall review all information concerning the Project delivered or communicated by the District to the Architect to ascertain the requirements of the Project and shall arrive at a mutual understanding of such requirements with the District.

5.3.2 The Architect shall provide a preliminary evaluation of the District's Project, schedule and construction budget requirements, each in terms of the other.

5.3.3 The Architect shall review with the District alternative approaches to the design and construction of the Project, and shall include alternatives that may reduce the cost of the Project.

5.3.4 Based on a mutual understanding of the District's budget and scope of work requirements, the Architect shall prepare for the District's written approval, schematic design documents, which include but are not limited to, schematic design studies, site utilization plans, a description of the Project showing, among other things, the scale and relationship of the components of the Project, preparation of a written estimated statement of Project Construction Cost and a written time schedule for the performance of the work that itemizes constraints and critical path issues. The schematic design documents shall represent a 15% complete design. The Project Construction Cost shall be based on current area, volume and other unit costs, shall conform to District's total construction cost budget, and shall include reasonable contingencies for all construction and construction management work. The written schedule shall conform to District's milestone and completion deadline requirements. Nevertheless, Architect is encouraged to make recommendations to District regarding additional benefits that could be realized by increasing the District's total construction cost budget, or by altering the District's completion deadlines. If District incorporates any recommended changes, then Architect shall revise the schematic design documents, including but not limited to the written statement of Project Construction Cost and written schedule for the performance of work, as necessary until the District approves them in writing. If requested by the District, Architect shall attend, and present at, as many meetings of the District's governing board as may be necessary to obtain written approval of the schematic design documents.

5.3.5 The Architect shall submit to the District a preliminary Project Construction Cost based on current area, volume and other unit costs.

5.4 **Design Development Phase**

5.4.1 Following District's written approval of the schematic design documents, including the estimate of Project Construction Cost and schedule, Architect shall provide all necessary architectural and engineering services to prepare design development documents for the District's written approval, which fix and describe the size and character of the project and which shall include, but are not limited to, site and floor plans, elevations and other approved drawings and shall outline the specifications of the entire Project as to kind and quality of materials, categories of proposed work such as architectural, structural, mechanical and electrical systems, types of structures and all such other work as may be required. During the design development phase, Architect will keep the Project within all budget and scope constraints set by the District. The design development documents shall represent a 50% complete design. The design development documents shall include a revised Project Construction Cost, and a revised construction schedule. The revised Project Construction Cost shall be based on current area, volume and other unit costs. The revised Project Construction Cost shall conform to District's total construction cost budget and shall include reasonable contingencies for all construction and construction management work, and the revised construction schedule shall conform to District's milestone and completion deadline requirements. Nevertheless, Architect is encouraged to make recommendations to District regarding additional benefits that could be realized by altering the District's total construction cost budget or completion deadlines. If District incorporates any recommended changes or otherwise does not approve the submitted design development documents, then Architect shall revise the design development documents, including but not limited to the written statement of Project Construction Cost and written schedule for the performance of work, as necessary until District approves them in writing. If requested by the District, Architect shall attend, and present at, as many meetings of the District's governing board as may be necessary to obtain written approval of the design development documents.

5.4.2 The Architect shall assist the District and its consultants in the preparation and/or modification of the Storm Water Pollution Prevention Plan if any such plan is required for this Project.

5.4.3 Architect shall provide necessary documents for and oversee the processing of District's application for and obtaining of required approvals from the DSA, the OPSC (if applicable), the California Department of Education, the State Fire Marshall and other agencies exercising jurisdiction over the Project. Architect shall also be responsible for the preparation and submission of any required applications, notices or certificates to public agencies as required by law. Architect shall provide a copy of all such documents to the District.

5.4.4 The Architect shall advise the District of any adjustments to the preliminary Project Construction Cost.

5.4.5 Architect shall identify areas of construction for which unit pricing shall be required as part of the Contractor's bid.

5.4.6 Architect shall provide at no expense to the District one complete set of preliminary plans for the review and written approval of the District and one set for each public agency having approval authority over such plans for their review and approval at no expense to the District.

5.5 Contract Documents Phase

5.5.1 Following the District's written approval of the design development documents, including the Project Construction Cost and construction schedule, the Architect shall prepare Contract Documents consisting of 100% complete working drawings and specifications setting forth the work to be done in detail sufficient for construction, including but not limited to the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical system and utility-service-connected equipment and site work. Architect shall ensure that the drawings and specifications are, among other things, complete, accurate, and coordinated so as to eliminate errors, omissions and conflicts, especially between the work of a subconsultant and other subconsultants or the Architect; and Architect may not shift its responsibility for completeness, accuracy and coordination to the Contractor, except on a clearly designated design-build project. Architect shall also update the construction schedule and the Project Construction Cost for District approval. The Contract Documents shall conform to, comply with, and satisfy all applicable Federal, State and local laws, including but not limited to statutes, decisions, regulations, building or other codes, ordinances, charters, and the Americans with Disabilities Act ("ADA"). As part of the Contract Documents, Architect shall prepare an accurate set of drawings indicating dimensions and locations of existing buried utility lines, which shall be included in the bid packages. If the project is intended to be split into multiple prime contracts, then the Contract Documents shall be structured in order to maximize the ability to create multiple prime bid packages for the Project, and shall identify the bid packages to be created.

5.5.2 Architect shall consult with and involve the District in development of the bid documents and bid package, and shall forward them to the District for written approval prior to their use. If the District is using a multiple prime delivery method for the Project with multiple bid packages, then Architect shall consult with and involve the District in identification and development of the bid documents and bid packages, and shall forward them to the District for written approval prior to their use.

5.5.3 Prior to submission of the Contract Documents to DSA for plan check, the Architect shall submit the Contract Documents to the District for an opportunity to review them for various issues, including but not limited to constructability, scheduling, general completeness, clarity, consistency, coordination, cost-effectiveness, value engineering, identification of possible add/delete bid alternatives, time of construction, and suitability for separation of the Project design, plans and specifications into bid packages for various categories and/or portions of the work. However, such review by District is not required. In addition, and prior to submission of the Contract Documents to DSA for plan check, Architect shall advise the District of all elements of the design applicable to the Project or lawfully imposed upon the Project by the Americans with Disabilities Act ("ADA").

5.5.4 After approval by the District and any constructability review, the Architect shall submit the Contract Documents to DSA for plan check, and make the reasonably necessary corrections to secure DSA approval.

5.5.5 The Architect shall give the District, at the time of DSA approval of the final form of the Contract Documents, Architect's final estimate of Project Construction Cost and construction schedule, which shall be given final written approval by the District along with the Contract Documents. The revised Project Construction Cost shall be based on current area, volume and other unit costs, and on a mutually acceptable recognized building cost index, and shall include a reasonable contingency. In preparing the revised estimate of Project Construction cost and

construction schedule for the Contract Documents, the Architect shall consult with and involve the District in the process to maximize accuracy and completeness. If the District is intending to enter multiple prime contracts, the Project Construction Cost shall include separate bid estimates for each bid package, plus a reasonable contingency; and the construction schedule shall reflect the fact that multiple contractors will be performing separate bid packages, including a general conditions bid package. The revised Project Construction Cost estimate shall conform to District's total Project budget, and the revised construction schedule shall conform to District's milestone and completion deadline requirements. If requested by the District, Architect shall attend, and present at, as many meetings of the District's governing board as may be necessary to obtain written approval of the Contract Documents.

5.6 **Bidding and Negotiations Phase**

5.6.1 Following DSA's and District's written approval of Contract Documents and the District's written acceptance of Architect's final estimate of Project Construction Cost and Construction schedule, Architect shall continue to work with the District in finalizing the bid documents and bid package, as described in Section 5.5.2, above. Architect shall reproduce the bid documents as requested by the District and shall assist the District in evaluating contract proposals or bids, as well as substitutions proposed by contractors, and in awarding the bids. All sets of Contract Documents requested by the District, which does not include those for the use of the Architect or its consultants, shall be reproduced at District's expense.

5.6.2 Architect's estimate of Project Construction Cost at the time of DSA approval of the Contract Documents shall be current as of that date. Should bids be received more than ninety (90) days after the date of that Project Construction Cost, the Architect's total construction cost shall be escalated by the cost-of-construction in the then current mutually agreed upon recognized building cost index.

5.6.3 Should the lowest responsible and responsive bid received on a bid package exceed Architect's most recent approved estimate of Project Construction Cost for that bid package (or amount adjusted according to the then current mutually agreed upon recognized building cost index) as accepted by District by more than ten percent (10%), Architect shall, on request by District and as part of Architect's Basic Services, make such changes in the plans and specifications as shall be necessary to bring new bids within ten percent (10%) of such Project Construction Cost. In making such changes, Architect will exercise Architect's best judgment in determining the balance between the size of the Project, the type of construction, and the quality of the construction to achieve a satisfactory project within ten percent (10%) of Architect's Project Construction Cost. To avoid the potential for bids to exceed the estimate by more than 10% at bid opening, the Architect may, as an alternative, include in the Contract Documents one or more deductive alternatives so that Architect and District may evaluate different means to achieve a satisfactory project within ten percent (10%) of the Architect's Project Construction Cost.

5.6.4 If requested by the District, Architect shall assist in the review of the qualifications of all bidders for the construction of the Project, and shall make recommendations to the District as to whether, in the Architect's professional opinion, a bidder meets the minimum requirements.

5.6.5 If, in the District's discretion, the District will seek total or partial State funding for this Project, the Architect shall also assist in the preparation and submittal of the appropriate documentation to the OPSC.

5.7 Construction Phase

5.7.1 The construction phase shall begin on the date stated in the official Notice to Proceed and, solely for purposes of payment of the Architect, shall be deemed complete upon District's written approval of Architect's final certificate for payment to Contractor, provided that such certification and payment shall not constitute an admission by Architect or District that the Project has been completed in accordance with Contract Documents or in conformance with this Master Agreement.

5.7.2 All instructions to the Contractor shall be forwarded through the Architect unless otherwise directed by the District. The Architect shall advise and consult with the District in the general administration of the Project. The Architect will have authority to act on behalf of the District only to the extent provided in the Contract Documents, unless the District grants additional authority in writing.

5.7.3 The Architect shall timely provide District with copies of all of its correspondence with the Contractors.

5.7.4 The Architect shall provide prompt and timely direction to the District's Project inspectors and/or contractors as to the interpretation of Contract Documents. Architect shall respond to all requests for information ("RFI's") from a Contractor within fourteen (14) calendar days of receipt, unless the subject of the RFI is impacting, or may impact, the critical path of the project and is causing, or may cause, delay, in which case the Architect shall respond as soon as reasonably possible, if not immediately. If the Architect is not able to take action within the time required due to reasons beyond Architect's control, the Architect may take action within a reasonable period of time under the circumstances; however, the Architect shall make such determination within seven (7) calendar days of receipt of the RFI, and shall notify the District and Contractor immediately after such determination with an explanation as to why the Architect cannot take action within the time required, what the Architect is doing to expedite its response, when the Architect expects to be able to issue a response, and what action, if any, should be taken by District or Contractor in the meantime to mitigate delays and/or costs.

5.7.5 Based on information provided by the Contractor and Architect's own knowledge of the Project (including documents in Architect's possession or reasonably available to it), Architect shall prepare an accurate set of as-built record drawings indicating dimensions and locations of all work, including but not limited to buried utility lines and mechanical, electrical and plumbing layouts, which shall be forwarded to the District upon completion of the Project in both DWG and PDF formats. Architect will also provide the District with revised "1A's" as part of the Close Out Phase.

While Architect cannot guarantee precise accuracy of such drawings, Architect shall exercise reasonable care in reviewing such drawings to determine their general compliance with the Contract Documents. Architect shall have no responsibility for their conformity to field conditions. Except that in the event that the Architect, consistent with standards of due care, becomes aware of non-conformity with field conditions, Architect shall have a duty immediately to notify the District in

writing. Architect shall also assemble and deliver to District all written guarantees, instruction books, operation and maintenance manuals, diagrams, charts and other documents required of Contractors.

5.7.6 The Architect shall be responsible for the preparation and submission of any notifications regarding excavation in areas which are known or suspected to contain subsurface installations pursuant to Government Code section 4216, *et seq.* The Architect may delegate this responsibility to a Contractor if such power to delegate was included in the Contract Documents and bid package, but Architect shall remain responsible for supervising such Contractor to ensure performance of this task. Architect shall provide a copy of all such notifications to the District.

5.7.7 The Architect shall, at all times, have access to the Project wherever it is in preparation and progress. To the extent reasonably possible given Contractor's work in progress, the District shall provide such access so that the Architect may perform its functions under the Master Agreement and Contract Documents.

5.7.8 In the discharge of its duties of observation and interpretation, the Architect shall require Contractors to comply with the Contract Documents, and shall guard the District against defects and deficiencies in the work of the Contractor. The Architect shall advise and consult with the District and inspectors concerning the Contractor's compliance with the Contract Documents and shall assist the District and inspectors in securing the Contractor's compliance.

Architect has the primary responsibility for the Project to coordinate the compliance of the DSA Construction Oversight Process ("DSA Oversight Process"). The Architect must comply with the applicable requirements of the DSA Construction Oversight Process, including but not limited to (a) Submitting the inspection card request, DSA Form 102-IC); (b) Providing a verified report (DSA 6-AE) at the completion of each block and section of each inspection card; (c) Directing and monitoring the IOR and the laboratory of record; and (d) Coordinating with the Owner, Contractor, Construction Manager, and laboratories, and the IOR to meet the DSA Construction Oversight Process requirements without delay or added costs to the Project.

Architect shall be responsible for any additional DSA fees related to review of proposed changes to the DSA-approved construction documents, to the extent required under Section 5.7.20.2.

5.7.9 The Architect shall visit the site enough times to adequately perform its professional duties and comply with DSA requirements, but under no circumstances less than one time per week (unless fewer visits are authorized by the District), to maintain familiarity with the quality and progress of the Project, to determine that the Contractor's work substantially complies with all documents, drawings, plans and specifications and that the Project is progressing in substantial accordance with the Contract Documents. Such observations are to be distinguished from the continuous inspection provided by the Project Inspector unless Architect has agreed in writing to serve as the District's Project Inspector.

5.7.10 The Architect shall notify the District promptly of any significant defect in materials, equipment or workmanship, and of any default by any Contractor in the orderly and timely prosecution of the Project. Architect will exercise reasonable care in the discharge of Architect's obligation to discover significant defects and faults.

5.7.11 The Architect shall review and approve, take exception to, or take other appropriate action upon all schedules, shop drawings, samples and other submissions of the Contractor

to determine general conformance with the Project design and specifications as set forth in the Contract Documents. All such action shall be taken within fourteen (14) days of receipt of the submittals, unless the critical path of the Project is impacted in which case Architect shall take such action as soon as possible. If Architect is not able to take such action within the required time due to reasons beyond Architect's control, the Architect may take action within a reasonable period of time under the circumstances; however, the Architect shall make such determination within four (4) calendar days of receipt of the submission, and shall notify the District and Contractor immediately after such determination with an explanation as to why the Architect cannot take action within the time required, what the Architect is doing to expedite its response, when the Architect expects to be able to issue a response, and what action, if any, should be taken by District or Contractor in the meantime to mitigate delays and/or costs. The Architect will have the authority to reject work and materials which do not conform to the Contract Documents. The Architect's approval of a specific item shall not be an approval of an assembly of which the item is a component. Whenever, in the Architect's reasonable judgment, it is considered necessary or advisable for the implementation of the intent of the Contract Documents, the Architect will have authority to require special inspection or testing of the work or materials in accordance with the Contract Documents whether or not such work or materials be then fabricated, installed or completed. The Architect will also recommend substitution of materials or equipment when, in the Architect's reasonable judgment, such action is necessary to the accomplishment of the intent and purpose of the Contract Documents. Such actions as are described in this paragraph shall be taken with reasonable promptness.

5.7.12 Architect shall assist the District in requiring Contractor to provide assistance in the utilization of any equipment or system such as initial start-up or testing, adjusting and balancing, preparation of operation and maintenance manuals and training personnel for operation and maintenance.

5.7.13 The Architect shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions or programs in connection with the work. The Architect shall not be responsible for acts or omissions of the Contractor, subcontractors, or their agents or employees or of any other persons performing portions of the Project not employed or retained by Architect, unless due to Wrongful Acts or Omissions.

5.7.14 The Architect shall make such regular reports as shall be required by agencies having jurisdiction over the Project and keep the District informed in writing of the progress of the Project.

5.7.15 The Architect will, consistent with standards of due care, make reasonable professional efforts to exclude hazardous materials from new construction. In the event the District or Architect is or becomes aware of the presence of, or exposure of persons to, asbestos, polychlorinated biphenyl (PCB) or any other toxic or hazardous contaminants, materials, air pollutants or water pollutants at the Project site ("Hazardous Substances"), or the substantial risk thereof, each shall have a duty immediately to notify the other in writing. The parties recognize, however, that neither Architect nor the District is trained or licensed in the recognition or remediation of Hazardous Substances.

When the Project Authorization Form identifies this language as applicable to the Project, with respect to asbestos and asbestos containing materials, the parties acknowledge that the Architect has recommended and the District has agreed to retain a qualified consultant to evaluate the presence of such materials at certain District facilities which are included in the scope of this Master Agreement. In the event that said consultant recommends a procedure to deal with such materials, said consultant

shall have the responsibility to draft specification language for the removal or other remediation of such materials, and subsequently may be required to certify that they have been properly removed or otherwise remediated. Architect shall include consultant's recommendations and specifications in the appropriate design documents for modernization and shall, as part of its Basic Services, provide designs and other bid documents consistent therewith.

When construction is properly completed, Architect shall provide such certification as to Hazardous Substances to the District.

5.7.16 Based on the Architect's observations, and an evaluation of each Project Application for Payment, the Architect will estimate the amount of work completed by Contractor, and assist the District in (a) determining the amount owing to the Contractor, and (b) issuing Project Certificates for Payment incorporating such amount, all in accordance with the Contract Documents. The Architect's estimation of the amount of work completed by Contractor shall constitute representations by the Architect to the District that the quality of the completed work is in accordance with the Contract Documents based upon Architect's observations of the completed work and that the Contractor is entitled to payment for the completed work.

5.7.17 Notwithstanding anything else in this Master Agreement, as a part of its Basic Services, the Architect shall assist the District in evaluating and responding to claims, disputes and other matters in question between the Contractor and the District, including but not limited to claims made against the District as a result of alleged or claimed Wrongful Acts or Omissions, and shall in all instances provide such truthful testimonial assistance as may be required by the District at no cost to the District. Architect agrees to toll all statutory periods of limitations for District's claims, lawsuits or other proceedings against Architect which arise out of, or related to, any claims by Contractors against District until Contractors' claims are fully and finally resolved. This tolling period commences upon a Contractor's initial submission of a notice of claim, change order request or claim. At any time, District may terminate the tolling period effective ten (10) days after written notice to Architect, and after such termination, District may pursue claims, lawsuits or other proceedings against Architect.

5.7.18 The Architect will provide construction advice to the District on apparent deficiencies in construction, both during construction and after acceptance of the Project.

5.7.19 The Architect shall recommend, prepare and process the necessary change orders. Payment of fees to the Architect as a result of change orders shall be handled as follows:

5.7.19.1 District-initiated change orders. If a change order is initiated by the District, the Architect's fee for such change order shall be calculated on a percentage or hourly basis as agreed in writing by the District and the Architect prior to commencement of work on the change order. If a change order is solicited by the District but not subsequently authorized by the District, the Architect shall be paid for time spent on the proposed change order as an Additional Service.

5.7.19.2 Change orders due to Architect. When a change order is necessitated as a result of Wrongful Acts or Omissions, the Architect's fees shall not be calculated by reference to the cost of any change order work which would not have been necessary in the absence of such Wrongful Acts or Omissions.

5.7.19.3 Change orders beyond District or Architect control. If a change order is necessitated as a result of changes in law, in-field changes required by governing agencies after

document approval, unknown, unforeseeable or hidden conditions, or actual conditions inconsistent with available drawings of existing conditions, such change orders shall be handled in the same manner as District-initiated change orders.

5.7.20 Notwithstanding any other provision of this Master Agreement, in the event a change order is caused by, or necessitated as a result of Wrongful Acts or Omissions, or the District otherwise incurs costs or damages as a result of Wrongful Acts or Omissions, the Architect shall be responsible for the cost of the following:

5.7.20.1 In the event of such a change order, Architect shall be responsible for the difference between (a) what the contractor would have added to its original bid for the Project if the Wrongful Act or Omission had not occurred (i.e., the “added value” portion of the change order), and (b) what the contractor charges the District in the change order. The amount of added value of any change order work shall be based on the circumstances of the Architect’s Wrongful Act or Omission and the change order work necessitated by the Wrongful Act or Omission. It is the parties’ intent that the District should pay no more than what the District would have paid if the Wrongful Act or Omission had not occurred.

5.7.20.2 In addition, Architect shall be responsible for any other costs or damages which the District incurs as a result of Wrongful Acts or Omissions including but not limited to any delay damages the District pays to, or cannot collect from, Contractor or any third party.

The District may backcharge, and withhold payment from the Architect for these costs and damages, and may seek reimbursement for any amount which exceeds any retention of the contract amount at the time of collection. When District so backcharges and withholds, upon Architect’s request, District and Architect shall meet and confer in good faith in an effort to reach agreement on (a) whether a Wrongful Act or Omission occurred, (b) whether it caused the change order expense, (c) what damages have been incurred by District, and (d) what portion of the damages are attributable to Architect as described above. If District and Architect do not reach agreement on all four of these items when meeting and conferring, then District and Architect shall use mediation in good faith to resolve the dispute. If mediation fails, then either District or Architect can initiate a court action to resolve the dispute.

5.7.21 The Architect shall assist the District in determining the date of final completion and make a final detailed on-site review of the job with representatives of the District and the Contractor. Architect shall also perform a warranty review with District 30-60 days before expiration of the specified warranty on the Project.

5.7.22 The Architect shall assist the District in issuing the final certificate for payment and any other documents required to be recorded by law or generally accepted architectural or construction contract practice upon compliance with the requirements of the Contract Documents, provided that such certification shall not constitute an admission that the Project has been completed in accordance with Contract Documents or in conformance with this Master Agreement.

5.7.23 The Architect shall provide a color schedule of all finish materials in the Project for the District’s review and approval.

5.7.24 Architect shall make reasonable professional efforts to ensure that the finished project complies with all standards imposed by the Americans with Disabilities Act, section 504 of the

Rehabilitation Act of 1973, disability access requirements of the State Building Code and any other laws applicable to disability access and applicable to the Project. The Architect's final detailed on-site review of the finished project conducted pursuant to Section 5.7.22 shall include a field inspection to ensure compliance with such requirements. If a court, administrative agency or other trier of fact later determines that Architect has violated any of the above-referenced laws, or District, because of Wrongful Acts or Omissions, has violated any of the above-referenced laws, Architect shall work with the District to remedy the violation at Architect's own cost. **Architect shall indemnify, defend and hold the District harmless pursuant to Article 18.1 of this Master Agreement for any breach of this paragraph due to Architect's negligence, recklessness or willful misconduct.** The Architect shall not be responsible for acts or omissions of the Contractor or of any other persons performing portions of the Project not employed or retained by Architect, nor shall Architect be responsible for any subsequent changes in the law or any regulation applicable to disabled access or any subsequent differing interpretation of the laws or regulations applicable at the time Architect's design is reviewed by DSA. In the event that the Architect is or becomes aware of possible non-compliance with the foregoing standards, Architect shall have a duty immediately to notify the District in writing of the possible non-compliance.

5.8 Close Out Phase

5.8.1 Architect will assist the District with securing and submitting all documents from the Contractor and any third parties necessary to achieve DSA certification and formal close out of project.

5.8.2 Architect shall submit a written checklist to the District identifying any work completed on the Project that satisfies work required under the District's ADA Transition Plan.

5.9 Use of Previously Prepared Materials

In the event that there exist previously prepared designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect, whether supplied by District or by Architect, which are relied upon, altered or otherwise utilized by Architect, Architect shall be responsible for giving appropriate recognition to such other design professionals in any materials prepared by Architect pursuant to this Master Agreement.

ARTICLE 6

ADDITIONAL SERVICES TO BE RENDERED BY ARCHITECT

6.1 "Additional Services" shall be provided by Architect if authorized in writing by District. No additional compensation shall be paid to Architect for performing these Additional Services unless the District and the Architect agree in writing as to the amount of compensation for such services prior to such services being rendered. Such compensation shall be computed as set forth in Article 4.2.1 and as otherwise set forth in this Master Agreement. Any work performed by Architect without written authorization OR without written agreement on compensation shall be presumed to be Basic Services.

6.2 The following list of services are not included in the Basic Services to be provided under this Master Agreement, and they will be performed only in accordance with Article 6.1, above:

6.2.1 Providing financial feasibility or other special studies;

6.2.2 Providing services relative to future facilities, systems and equipment which are not intended to be constructed during the Construction Phase;

6.2.3 Providing coordination of Project performed by separate contractors or by the District's own forces;

6.2.4 Providing analyses of owning and operating costs, or detailed quantity surveys or inventories of material, equipment and labor;

6.2.5 Making revisions in drawings, specifications or other documents when such revisions are inconsistent with written approvals or instructions previously given, are required by the enactment or revision of codes, laws or regulations subsequent to the District's approval of Contract Documents or are due to other causes not within the control of the Architect;

6.2.6 Providing consultation concerning replacement of any work damaged by fire or other cause during construction of the Project, and furnishing services as may be required in connection with the replacement of such work;

6.2.7 Providing services made necessary by the default of the Contractor;

6.2.8 Preparing to serve or serving as an expert witness in connection with any public hearing, arbitration proceeding or legal proceeding, other than when resulting from Architect's or its consultants' alleged Wrongful Acts or Omissions;

6.2.9 Providing services of consultants for other than the normal architectural, civil, soils, structural, mechanical and electrical engineering services for the Project;

6.2.10 At the District's request, selecting moveable furniture, equipment or articles which are not included in the Contract Documents;

6.2.11 Providing services related to change orders requested by the District but which are not subsequently authorized (see the second sentence of Section 5.7.19.1, above); and

6.2.12 Providing any other services not otherwise included in the Master Agreement and not customarily furnished in accordance with generally accepted architectural practice.

ARTICLE 7

RESPONSIBILITIES OF DISTRICT

It shall be the duty of District to:

7.1 Pay all fees required by any reviewing or licensing agency;

7.2 Designate a representative authorized to act as a liaison between the Architect and the District in the administration of this Master Agreement and the Contract Documents;

7.3 Furnish, at the District's expense, the services of a Project Inspector;

7.4 Review all documents submitted by the Architect and advise the Architect of decisions thereon within a reasonable time after submission;

7.5 Issue appropriate orders to Contractors through the Architect;

7.6 Furnish existing soil investigation or geological hazard reports, which the District shall own and, upon termination of this Master Agreement or completion of the Project, shall have returned to it by Architect;

7.7 Furnish the services of a hydrologist or other consultants not routinely provided by the Architect when such services are reasonably required by the scope of the Project and are requested by the Architect;

7.8 Provide asbestos review and abatement, identifying materials which may qualify for same;

7.9 Furnish available as-built drawings for buildings and utilities systems related to the Project, which the District shall own and, upon termination of this Master Agreement or completion of the Project, shall have returned to it by the Architect. The District will also provide information regarding programmatic needs and specific equipment selection data;

7.10 Furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents, which the District shall own and, upon termination of this Master Agreement or completion of the Project, shall have returned to it by the Architect; and

7.11 Furnish prompt notice of any fault or defects in the Project or nonconformance with the Contract Documents of which the District becomes aware (however, the District's failure to do so shall not relieve the Architect of Architect's responsibilities under Title 21, Title 24, and the Field Act for this Project and under this agreement).

ARTICLE 8

GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE

8.1 Prior to the commencement of services under this Master Agreement, the Architect shall furnish to the District a Certificate of Insurance, Additional Insured Endorsement and Declarations Page for the period covered by this Master Agreement, for public liability and property damage with an insurance carrier satisfactory to the District, under forms satisfactory to the District, to protect the Architect and District against loss from liability imposed for damages (1) on account of bodily or personal injuries, including death, disease and sickness, accidentally suffered or alleged to have been suffered by any person or persons that may be caused directly or indirectly by the performance of this Master Agreement, and (2) on account of injury to or destruction of property, including the resultant loss of use of the Project or other District facilities or equipment, resulting from acts of commission or omission by the Architect, or otherwise resulting directly or indirectly from the Architect's operations in the performance of this Master Agreement. The District shall be named as an additional insured on all such policies.

8.2 The following insurance shall be maintained by the Architect in full force and effect during the entire period of performance of this Master Agreement, including any extensions, and shall be written on an "occurrence" basis, with specific limits set forth in the Project Authorization Form: Commercial general liability insurance, excluding coverage for motor vehicles, personal and advertising injury aggregate, Automobile liability insurance covering motor vehicles. Such insurance or liability coverage shall at least include "broad form" commercial general liability, errors and omissions (exclusive of design professional liability), and automobile liability (owned, non-owned, and hired) coverages. Each party, and their respective directors, officers and employees, shall be listed as "additional insureds" under such coverages, as evidenced by an Additional Insured Endorsement. Each party also represents that for the period of this agreement, they will also purchase and maintain insurance or liability coverage as required by law or regulation, including worker's compensation and employers' liability coverage (coverages A and B).

8.3 The Architect's insurance policies shall contain a provision for thirty (30) days written notice to the District of cancellation or reduction of coverage. The Architect shall name, on any policy of insurance required, the District as an additional insured. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis. The amount of the insurer's liability shall not be reduced by the existence of such other insurance. Architect shall not commence work under this Master Agreement until all required insurance certificates, declarations pages and additional insured endorsements have been obtained and delivered in duplicate to the District for approval subject to the following requirements. Thereafter Architect shall produce a certified copy of any insurance policy required under this section upon written request of the District.

8.4 At the time of making application for any extension of time, Architect shall submit evidence that insurance policies will be in effect during the requested additional period of time.

8.5 If the Architect fails to maintain such insurance, the District may, but shall not be required to, take out such insurance to cover any damages of the above-mentioned classes for which the District might be held liable on account of the Architect's failure to pay such damages, and deduct and retain the amount of the premiums from any sums due the Architect under this Master Agreement.

8.6 Nothing contained in this Master Agreement shall be construed as limiting, in any way, the extent to which the Architect may be held responsible for the payment of damages resulting from the Architect's operations.

8.7 Each of Architect's consultants shall comply with this Article, and Architect shall include such provisions in its contracts with them.

ARTICLE 9

WORKER'S COMPENSATION INSURANCE

Prior to the commencement of services under this Master Agreement, the Architect shall furnish to the District satisfactory proof that the Architect and all engineers, experts, consultants and subcontractors the Architect intends to employ have taken out, for the period covered by this Master Agreement, workers' compensation insurance with an insurance carrier satisfactory to the District for

all persons whom they may employ in carrying out the work contemplated under this Master Agreement in accordance with the Workers' Compensation Laws of the State of California.

If the Architect employs any engineer, expert, consultant or subcontractor which it did not intend to employ prior to commencement of services, it must furnish such proof of workers' compensation insurance to the District immediately upon employment. Such insurance shall be maintained in full force and effect during the period covered by this Master Agreement including any extensions of time. If the Architect is self-insured, the Architect shall furnish a Certificate of Permission to Self-Insure and a Certificate of Self-Insurance satisfactory to the District.

Prior to the commencement of services under this Master Agreement, the Architect shall furnish to the District satisfactory proof that the Architect and all engineers, experts, consultants and subcontractors the Architect intends to employ have taken out employer's liability insurance with an insurance carrier satisfactory to the District. During the course of Architect's services, if Architect ever intends to employ additional or different engineers, experts, consultants or subcontractors, before so employing them Architect shall furnish such satisfactory proof of insurance to the District. Such insurance shall be maintained in full force and effect during the period covered by this Master Agreement including any extensions of time. If the Architect is self-insured, the Architect shall furnish a Certificate of Permission to Self-Insure and a Certificate of Self-Insurance satisfactory to the District.

ARTICLE 10

PROFESSIONAL LIABILITY INSURANCE

10.1 Prior to the commencement of services under this Master Agreement, the Architect shall furnish to the District satisfactory proof that the Architect has purchased professional liability coverage, on a claims made basis, extending protection to Architect in an amount no less than Two Million Dollars (\$2,000,000) per claim, and Two Million Dollars (\$2,000,000) in the annual aggregate, with a deductible of no more than Seventy Five Thousand Dollars (\$75,000). Such coverage shall be in effect, as evidenced by a valid Certificate of Insurance, no later than (i) the date any plans and specifications for a specific project are submitted to any required regulatory agency for review and approval, and/or (ii) the date the Architect agrees that the plans may be submitted for bid or bid consideration to any general contractor or group of contractors. Coverage for alleged wrongful acts, errors or omissions will remain in effect until three (3) years after the Notice of Completion has been filed and the project has been accepted by the District. At all other times, the Architect shall purchase professional liability insurance of no less than One Million Dollars (\$1,000,000) per claim and One Million Dollars (\$1,000,000) in the aggregate.

10.2 Each of Architect's professional sub-consultants (including consultants of Architect's) shall comply with this Article, and Architect shall include such provisions in its contracts with them. 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 11

COMPLIANCE WITH LAWS

Architect shall be familiar with, and Architect and Architect's design shall comply with all State and Federal laws and regulations applicable to the Project or lawfully imposed upon the Project by agencies having jurisdiction over the Project, including but not limited to statutes, decisions, regulations, building or other codes, ordinances, charters, prevailing wage law, and the Americans with Disabilities Act ("ADA") in effect at the time of this Master Agreement.

ARTICLE 12

TERMINATION OF AGREEMENT

12.1 **Termination by District.** This Master Agreement may be terminated or the Project may be canceled by the District for the District's convenience and without cause at any time immediately upon written notice to the Architect. In such event, the Architect shall be compensated for (a) all Basic and Additional services completed, and Reimbursable Expenses incurred, pursuant to this Master Agreement through the date of termination, (b) such Basic or Additional Services performed, and Reimbursable Expenses incurred, after termination which are authorized by the District, and (c) any costs incurred by reason of such termination; but less any amounts the District is entitled to withhold under law or this Master Agreement. Upon the District's request and authorization, Architect shall perform any and all Basic and Additional Services necessary to complete the work in progress as of the date of termination.

For any material breach of contract by the Architect, the District may also terminate the Master Agreement for cause by delivering written Notice of Intent to Terminate to the Architect. Such Notice shall include the following: (1) A description of such material breach, and (2) a date not less than fourteen days (14) after delivery of the notice by which the Architect must cure such breach. In response to such Notice, if the Architect fails to cure, and fails to reasonably commence to cure, the breach(es) by the deadline set by the Notice, then the District may terminate the Master Agreement by written notice delivered to the Architect, which shall be effective upon such delivery. In such event, the Architect shall be compensated for all services completed pursuant to this Master Agreement through the date of termination, together with compensation for such services performed after termination which are authorized by the District, but less any amounts the District is entitled to withhold under law or this Master Agreement. Upon the District's request and authorization, Architect shall perform any and all services necessary to complete the work in progress as of the date of the termination.

12.2 **Termination by Architect.** For any material breach of contract by the District other than one related to a payment or invoice dispute as described in Section 4.4 of this Master Agreement, the Architect may terminate the Master Agreement by delivering written Notice of Intent to Terminate to the District. Such Notice shall include the following: (1) A description of such material breach, (2) a date not less than fourteen (14) days after delivery of the notice by which the District must cure such breach or reasonably commence to cure such breach, (3) the status of work completed as of the date of the Notice of Intent to Terminate, and (4) a description and cost estimate of the effort necessary to complete the work in progress. In response to such Notice, if the District fails to cure, and fails to reasonably commence to cure, the breach by the deadline set by the Notice, then Architect may terminate the Agreement by written notice delivered to the District within ten (10) days of the cure deadline, which shall be effective upon such delivery.

In the event of such termination by Architect, Architect shall be compensated for all Basic and Additional Services completed, and Reimbursable Expenses incurred, pursuant to this Master

Agreement through the date of termination, together with compensation for such Basic and Additional Services performed, and Reimbursable Expenses incurred, after termination which are authorized by the District. Upon the District's request and authorization, Architect shall perform any and all Basic and Additional Services necessary to complete the work in progress as of the date of termination.

12.3 Miscellaneous Provisions

12.3.1 Following the termination of this Master Agreement for any reason whatsoever, the District shall have the right to utilize any designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared under this Master Agreement by the Architect, not only as they relate or may relate to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to other projects, provided that any invalidity of such license in relation to such other projects shall not affect the validity of such license in relation to this Project (including, but not limited to, any repair, maintenance, renovation, modernization or other alterations/revisions to this Project) under Education Code Section 17316. Architect shall promptly make any such documents or materials available to the District upon request without additional compensation.

12.3.2 In the event of the termination of this Master Agreement for any reason whatsoever, all designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect or any of its agents pursuant to this Master Agreement shall immediately upon request by the District be delivered to the District. Architect may not refuse to provide such writings or materials for any reason whatsoever, including but not limited to a possessory interest lien for any claim the Architect may have against the District or a claim by the Architect to an ownership interest in the intellectual property embodied in the documents or materials.

ARTICLE 13

ARCHITECT AN INDEPENDENT CONTRACTOR

It is specifically agreed that in the making and performance of this Master Agreement, the Architect is an independent contractor and is not and shall not be construed to be an officer or employee of the District.

ARTICLE 14

STANDARDIZED MANUFACTURED ITEMS

The Architect shall consult and cooperate with the District in the use and selection of manufactured items to be used in the Project. Manufactured items, including but not limited to paint, finish hardware, plumbing fixtures and fittings, mechanical equipment, electrical fixtures and equipment, roofing materials, and floor coverings, shall be standardized to the District's criteria so long as the same does not interfere seriously with the building design or cost.

ARTICLE 15

OWNERSHIP OF DOCUMENTS

All designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Master Agreement shall be and shall remain the property of the District for all purposes, not only as they relate or may relate to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to any other project, provided that any invalidity of such ownership in relation to any other project shall not affect the validity of such ownership in relation to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) under Education Code Section 17316.

The Architect will provide the District with a complete set of reproducible designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks in formats including both DWG and PDF, or other writings prepared or caused to be prepared by the Architect pursuant to this Master Agreement, and will retain, on the District's behalf, the original documents or reproducible copies of all such original documents, however stored, in the Architect's files for a period of no less than fifteen (15) years. Architect shall promptly make available to District any original documents it has retained pursuant to this Master Agreement upon request by the District.

ARTICLE 16

LICENSING OF INTELLECTUAL PROPERTY

This Master Agreement creates a non-exclusive and perpetual license for the District to copy, use, modify, reuse or sublicense any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates and other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Master Agreement, not only as they relate or may relate to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to other projects, provided that any invalidity of such license in relation to such other projects shall not affect the validity of such license in relation to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) under Education Code Section 17316. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a similar non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Master Agreement.

The compensation for this Project includes compensation not only for any use in connection with this Project and use or re-use for repair, maintenance, renovation, modernization or other alterations or revisions to this Project, but also for any re-use by the District in relation to other projects. The only other term or condition of such re-use shall be that if the District re-uses the plans

prepared by the Architect and retains another certified architect or structural engineer for the preparation of those plans for the re-use, the District shall indemnify and hold harmless the Architect and its consultants, agents, and employees from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the re-use to the extent required by Education Code section 17316, subdivision (c).

Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates or other documents that Architect or its consultants prepares or causes to be prepared pursuant to this Master Agreement. **Architect shall indemnify, defend and hold the District harmless pursuant to Article 18.1 of this Master Agreement for any breach of Article 16 due to Architect's negligence, recklessness or willful misconduct.** The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the District.

ARTICLE 17

ACCOUNTING RECORDS OF ARCHITECT

Architect's records of accounts regarding the Project shall be kept in accordance with generally accepted accounting principles and shall be available to the District or its authorized representative at mutually convenient times.

ARTICLE 18

INDEMNITY

18.1 Architect Indemnification

The Architect shall defend, indemnify, and hold harmless the District, the governing Board of the District, each member of the Board, and their officers, agents and employees against claims to the extent caused by the negligence, recklessness or willful misconduct of the Architect, the Architect's officers, employees, or consultants in performing or failing to perform any work, services, or functions provided for, referred to, or in any way connected with any work, services, or functions to be performed under this Master Agreement. For purposes of this Article 18.1 only, "claims" means any and all claims, demands, actions and suits brought by third parties for any and all losses, liabilities, costs, expenses, damages and obligations, and the defense obligation shall include but not be limited to payment of the District's attorneys' fees, experts' fees, and litigation costs incurred in defense of a claim.

18.2 District Indemnification for Use of Third Party Materials

The District shall defend, indemnify, and hold harmless the Architect and its employees against any and all copyright infringement claims by any design professional formerly retained by the District arising out of Architect's completion, use or re-use of that former design professional's designs or contract documents in performing this Master Agreement. Architect shall be entitled to such

indemnification only if each of the following conditions are met: (a) Architect actually re-draws or completes such other designs or contract documents; (b) Architect complies with the provisions of Article 5.8 regarding use of materials prepared by other design professionals; (c) District has supplied Architect with the previously prepared documents or materials; and (d) District expressly requests that the Architect utilize the designs or contract documents in question. By providing this or any other indemnification in this Master Agreement, District does not waive any immunities.

ARTICLE 19

TIME SCHEDULE

19.1 Time for Completion

Time is of the essence of this Master Agreement. The Architect shall timely complete its Basic and Additional Services as expeditiously as possible and according to the schedule attached as Exhibit "B" to this Master Agreement.

19.2 Delays

The District recognizes that circumstances may occur beyond the control of either the District or the Architect and extensions for such delays may be made to the schedule if approved by the District. Any time during which the Architect is delayed in the Architect's work by acts of District or its employees or those in a direct contractual relationship with District or by acts of nature or other occurrences which were not or could not have been reasonably foreseen and provided for, and which are not due to any Wrongful Acts or Omissions, shall be added to the time for completion of any obligations of the Architect. District shall not be liable for damages to the Architect on account of any such delay.

ARTICLE 20

MISCELLANEOUS PROVISIONS

20.1 This Master Agreement shall be governed by and construed in accordance with the laws of the State of California excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this Master Agreement shall be brought solely in the Superior Court of the State of California for the County of Sacramento, subject to transfer of venue under applicable State law, provided that nothing in this Master Agreement shall constitute a waiver of immunity to suit by the School District.

20.2 The Architect shall not assign or transfer any or all of its rights, burdens, duties or obligations under this Master Agreement without the prior written consent of the District.

20.3 All notices, certificates, or other communications hereunder shall be deemed given when personally delivered or mailed by certified mail, postage prepaid, to the parties at the addresses set forth below:

District

Sacramento City Unified School District
5735 47th Avenue
Sacramento CA 95824
Attn: Kimberly Teague, Contracts

Architect

Vrilakas Groen Architects
1221 18th Street
Sacramento, CA 95811
Attn; Ron Vrilakas

20.4 This Master Agreement shall inure to the benefit of and shall be binding upon the Architect and the District and their respective successors and assigns.

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

20.6 The terms of this Master Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties.

20.7 Nothing contained in this Master Agreement shall create a contractual relationship with or cause of action in favor of a third party against either the District or the Architect.

20.8 This Master Agreement constitutes the entire agreement between the parties, and supersedes any prior agreement or understanding. There are no understandings, agreements, representations or warranties, expressed or implied, not specified in this Master Agreement. The Architect, by the execution of this Master Agreement, acknowledges that the Architect has read this Master Agreement, understands it, and agrees to be bound by its terms and conditions.

20.9 The Architect shall have the right to include representations of the design of the Project, including photographs of the exterior and interior, among the Architect's professional materials. The Architect's materials shall not include the District's confidential or proprietary information if the District has previously advised the Architect in writing of the specific information considered by the District to be confidential or proprietary.

20.10 Prior to executing this agreement, the Architect shall submit a certification if required by Public Contract Code section 3006(b) for roofing projects.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed as of the day and year first written above.

**SACRAMENTO CITY UNIFIED
SCHOOLDISTRICT**

VRILAKAS GROEN ARCHITECTS

By: _____
Gerardo Castillo, CPA
Chief Business Officer

By: _____
Ron Vrilakas, Principal

Date

Date



Sacramento City Unified School District

PROJECT AUTHORIZATION FORM

Installation of a Two Story Classroom Building at Theodore Judah Elementary School

Date: July 16, 2015

Pursuant to the Master Architect Agreement dated July 16, 2015 between Vrilakas Groen Architects and Sacramento City Unified School District, Architect hereby submits a scope of work upon the terms described below and in the Master Architect Agreement.

TERMS

A. Project Description

“Project” shall mean the work of improvement and the construction thereof, including the Architect's services as follows:

Architectural and Engineering Services as needed for the installation of a new two-story classroom building of approximately 11,250 square feet on the campus of Theodore Judah Elementary School, 3919 McKinley Blvd, Sacramento, 95819. The building will include nine (9) classrooms, restrooms, lobby with elevator, circulation, and ancillary spaces. The building will be designed to accommodate a future addition of four classrooms.

B. Compensation

For the Basic Services provided pursuant to the Master Agreement and this Project Authorization, Architect shall be compensated in the manner identified below:

Flat Fee

Architect shall be compensated Three Hundred Sixty Seven Thousand, Two Hundred Seventy One Dollars (\$367,271) for the Basic Services under this Master Agreement. Architect acknowledges that the flat fee price for the Basic Services includes contingency compensation in the event that more time and costs than originally anticipated may be necessary to complete the Basic Services.

C. Reimbursable Expenses

Pursuant to Section 4.3, Architect's total reimbursement for Reimbursable Expenses shall not exceed \$36,700 which is District's estimate of the maximum total cost of Reimbursable Expenses on the Project.

D. Asbestos

The language identified in Section 5.7.15 is is not applicable to this Project.

E. Section 8.2

Consistent with Section 8.2, the following insurance shall be maintained by the Architect in full force and effect during the entire period of performance of this Agreement, including any extensions, and shall be written on an "occurrence" basis, with specific limits set forth: Commercial general liability insurance, excluding coverage for motor vehicles, shall be in amounts not less than \$1,000,000 general aggregate; Personal and advertising injury aggregate, with a per occurrence limit of \$1,000,000; Automobile liability insurance covering motor vehicles shall be in an amount not less than \$1,000,000 combined single limit.

District hereby authorizes Architect to proceed with the work upon the terms described herein and in Master Agreement.

VRILAKAS GROEN ARCHITECTS

Dated: _____

Ron Vrilakas, Principal

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo, CPA
Chief Business Officer

HOURLY RATE / FEE SCHEDULE

Services not included in the basic services and changes to pre-approved work on the project are considered additional services and shall be compensated at the following rates:

Principal Architect - \$150

Senior Architect -\$125

Designer - \$100

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
PIVOT LEARNING PARTNERS**

The Sacramento City Unified School District, hereinafter referred to as “DISTRICT” and PIVOT Learning Partners, hereinafter referred to as “PIVOT”, enter into this Memorandum of Understanding (“MOU”) for the express purpose of facilitating the development and execution of DISTRICT’S 2015-2020 STRATEGIC PLAN (“STRATEGIC PLAN.”) DISTRICT and PIVOT are referred to jointly as “the Parties” or singly as a “Party.”

RECITALS

- A. 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. PIVOT is non-profit organization that provides consulting services to address the challenges faced by school districts.
- C. DISTRICT desires to engage the services of PIVOT and work collaboratively with PIVOT to develop a highly effective STRATEGIC PLAN for DISTRICT.

NOW, THEREFORE, in consideration of the mutual promises contained in this MOU, the Parties agree as follows:

AGREEMENT

1. PIVOT SERVICES

PIVOT agrees to provide the following services:

- a. Support and facilitate the creation of DISTRICT’S 2015-2020 STRATEGIC PLAN, customized with DISTRICT’S specific needs as more fully set forth below and in the attached Appendix A, Updated Strategic Planning Timeline, hereby incorporated by reference.
- b. Identify no more than three to four high-leverage strategic goals.
- c. Ensure inclusion of all stakeholders (community, parents, students, and staff) that is proportionately representative of the DISTRICT, and ensure all have an opportunity to provide structured input.
- d. Involve Board of Education members as an integral part of the process providing input, support and commitment.
- e. Facilitate conversations with stakeholders.
- f. Support the strategic planning committees and subcommittees in gathering and organizing internal and external environmental assessments.
- g. Help communicate the work of the strategic planning committee and subcommittees and the outcomes of their work.
- h. Keep the process on track, on time and on budget.
- i. Review existing planning and assessment documents, including the most recent strategic plan.
- j. Align strategic plan process (including outreach efforts and data analysis) to existing LCAP activities and systems.

- k. Employ both Quantitative and Perceptive Data to guide DISTRICT in identifying priority goals/strategies.
- l. Outline a process to ensure implementation and evaluation of the plan with measurable key performance based indicators/metrics.
- m. Ensure alignment with the current plan and processes.
- n. Describe the process for renewal of the vision, mission and beliefs.
- o. Utilize effective practices and trends within the educational industry, e.g., online learning and effective integration of technology.
- p. Include guidelines for resource allocation in the strategic plan.

2. DISTRICT SERVICES

DISTRICT agrees to provide the following services:

- a. Adequate meeting space for PIVOT'S work, Design Team meetings, and committee meetings.
- b. Identification of an on-site sponsor (Project Sponsor).
- c. Identification of an on-site coordinator (Project Manager), to work in collaboration in the creation of the STRATEGIC PLAN.
- d. DISTRICT staff to serve as members of the Design Team and committees, and staff to support same, including staff to provide data processing and analysis support for the project and staff who can trained and support Public Education Volunteers on-going
- e. Information about the STRATEGIC PLAN project to DISTRICT employees and DISTRICT's greater community for the creation of advisory committees, recruitment of Public Education Volunteers, and for general education purposes

3. TERM OF MOU

This MOU shall commence on July 1, 2015, and continue through June 30, 2016, unless sooner terminated as provided in Section 4 below.

4. TERMINATION / NOTICES

Either Party may terminate this MOU for any reason by providing 30 days advance written notice to the other Party. Upon such termination without cause, PIVOT shall be entitled to payment for services rendered as of the date of termination, as set forth in Section 8. If the MOU is terminated prior to any "Milestone," the DISTRICT shall pay PIVOT a prorated portion of the compensation due at the next "Milestone" based upon the percentage of services completed by PIVOT for that Milestone, as set forth in written documentation of such work provided by PIVOT to the District upon notice of termination.

Either Party may also terminate this MOU for cause by providing written notice to the other Party for any material breach of this MOU. The breaching party shall have ten days to cure the material breach of the MOU; if the material breach is not cured within the ten-day notice period, the non-breaching party shall provide written notice of termination and the MOU shall immediately terminate. If the DISTRICT terminates the MOU for cause, PIVOT shall not be entitled to any further payment under the MOU.

Notice of termination or other notices required under this MOU shall be effective on the date of service if served personally on a Party, or on the third day after mailing if mailed 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
5735 47th Avenue
Sacramento, CA 95824
Attn: Lisa Allen, Deputy Superintendent

PIVOT:
PIVOT Learning Partners
731 Market Street, Suite 400
San Francisco, CA 94610
Attn: Cheryl Dodge, Chief Business Officer

5. HOLD HARMLESS / INDEMNIFICATION

Each Party 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 MOU, caused in whole or in part by the negligent or intentional acts or omissions of the indemnifying Party 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 MOU.

6. INDEPENDENT CONTRACTOR STATUS

The Parties agree that the relationship created by this MOU is of independent contractor. Each Party will be responsible for providing its own payroll taxes, withholding, insurance, workers' compensation coverage, and other benefits of any kind, as required by law, for its own employees.

7. INSURANCE

Throughout the term of this MOU, PIVOT shall all maintain all requisite insurance. PIVOT shall provide 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.

8. INTELLECTUAL PROPERTY

The DISTRICT acknowledges that all reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials (the "Materials") produced by PIVOT under this Agreement are proprietary to PIVOT. PIVOT grants the DISTRICT a non-exclusive, non-transferable, non-sub licensable, royalty-free license to use, reproduce, disclose, distribute, and transfer the Materials for educational and training purposes within the DISTRICT. The Materials produced, either in whole or in part, under this Agreement shall not be copyrighted or patented by the DISTRICT in the United States or in any country. PIVOT agrees not to publically share or distribute any confidential or personally identifiable information without prior written consent from the DISTRICT.

9. COMPENSATION and TIMELINE

The DISTRICT shall pay PIVOT \$153,145, for services provided under this MOU ("Compensation"), which shall be paid according to the following "Milestone" schedule, for the services set forth above and as further described in Appendix A, Updated Strategic Planning Timeline:

MILESTONE	DATE	STAFFING COSTS	ADDITIONAL COSTS	TOTAL AMOUNT
Pre-Work	July 2015	\$8,930	\$1,280	\$10,210
Discover and Interpret (Needs Assessment)	August-September 2015	\$17,859	\$2,560	\$20,419
Ideate and Prototype (Design Team)	October-December 2015	\$26,789	\$3,840	\$30,629
2 Cycles of Gathering Feedback and Refining Prototype (STRATEGIC PLAN Draft)	January-February; March-April	\$53,578	\$7,680	\$61,258
Finalizing, Approval, and Preparing for Implementation	May-June	\$26,789	\$3,840	\$30,629
TOTAL				\$153,145

The Compensation includes all services identified in this MOU, including but not limited to planning time and materials. Costs are based on the deliverables and services identified in the Services Section above, Section 1. DISTRICT requested changes or modifications to those deliverables and services might necessitate additional fees and a separate addendum to this MOU. Additional costs include travel and accommodations for at least 1 trip per month to Sacramento for multiple PIVOT staff members; meeting and/or other project costs such as materials and supplies.

10. CONFIDENTIAL RECORDS AND DATA

Each Party shall not disclose records received from the other Party, including personnel records and student records pursuant to FERPA, 20 U.S.C. § 1232g, *et seq.*, and California Education Code Section 49060, *et seq.* Each party shall maintain the confidentiality of said confidential records. In the event a Party receives a request for disclosure of such confidential records, whether under the California Public Records Act, a duly-issued subpoena, or otherwise, said Party shall tender the request to the other Party who shall be responsible for addressing said request, including the defense of its claim of confidentiality. The Party asserting its claim of confidentiality shall hold harmless and defend the Party receiving such request from any liability, claim, loss, cost, attorney’s fees and damages, as adjudged by a court of competent jurisdiction, arising out of a refusal to disclose such confidential records.

11. NON-DISCRIMINATION

It is the policy of DISTRICT that in connection with all educational services and programs, there will be no discrimination against any pupil, employee, or contractor because of race, color, ancestry, national origin, handicap, religious creed, sex, sexual orientation, age, or marital status. PIVOT agrees to comply with all applicable state and federal laws in this regard.

12. SUCCESSORS AND ASSIGNS

All provisions of this MOU shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, if any, successors, and assigns. PIVOT shall not assign any of his/her rights under this Agreement, or delegate the performance of any of his/her duties hereunder, without prior written consent of the DISTRICT.

13. GOVERNING LAW AND VENUE

The interpretation and enforcement of this MOU shall be governed by the laws of the State of California, the state in which this MOU was signed by the DISTRICT and the services are to be provided. Venue of any litigation arising out of or connected with this MOU shall lie exclusively in the state trial court or Federal District Court located in Sacramento County in the State of California.

14. ENTIRE AGREEMENT / MODIFICATIONS

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

IN WITNESS WHEREOF the undersigned have executed this Agreement as of this MOU as of the day and year first written above. The Parties hereto agree that facsimile signature shall be as effective as if originals.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT:

Gerardo Castillo, CPA
Chief Business Officer

Date

PIVOT LEARNING PARTNERS:

Cheryl Dodge
Chief Business Officer

Date



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1b

Meeting Date: July 16, 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 Resources 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 July 16, 2015
2. Classified Personnel Transactions Dated July 16, 2015

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: José L. Banda, Superintendent</p>

Attachment 1: CERTIFICATED 07/16/2015

<u>NameLast</u>	<u>NameFirst</u>	<u>JobPerm</u>	<u>JobClass</u>	<u>PrimeSite</u>	<u>BegDate</u>	<u>EndDate</u>	<u>Comment</u>
LEAVES							
STEWART	MICAELA	A	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	6/12/2015	6/30/2015	EXT LOA UNPD FMLA 6/12-6/30/15
GODING	KRISTEN	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	3/26/2015	6/2/2015	EXT LOA HE PD 3/26/15-6/2/15
KAPP	CHRISTINE	A	Teacher, High School	WEST CAMPUS	7/1/2015	7/17/2015	EXT LOA HE PD 7/1/15-7/17/15
WASSUM	PATRICIA	A	Teacher, Traveling Music	MUSIC SECTION	5/26/2015	5/29/2015	AMEND UNPD FMLA 5/26-5/29/15
GRAVES	KELLY	B	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	6/15/2015	6/30/2015	LOA RET UNPD PC 6/15/15
KRIER	MILES	A	Teacher, Elementary Spe	BOWLING GREEN ELEMENTARY	6/18/2015	6/30/2015	LOA RTN PD ADMIN: , 6/18/15
SARABA	SUZANNE	A	Teacher, Parent/Prescho	CHILD DEVELOPMENT PROGRAM	6/1/2015	6/30/2015	LOA RTN UNPD FMLA 6/1/15
WASSUM	PATRICIA	A	Teacher, Traveling Music	MUSIC SECTION	5/30/2015	6/30/2015	LOA RTN UNPD. 5/30/15
ABDO	TAMMY	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	6/1/2015	6/30/2015	LOA RTN PD HE 6/1/15
JANIGIAN	SUSAN	A	Teacher, Elementary	CAROLINE WENZEL ELEMENTAR	6/12/2015	6/30/2015	RET FR LOA UNPD PC 6/12/15
GODING	KRISTEN	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	6/3/2015	6/30/2015	RTN FR PD FMLA LOA 6/3/15
SEP/RESGIN/RETIRE							
HUNTER	HUGH	A	Teacher, High School	WEST CAMPUS	7/1/2014	6/30/2015	RETIRED RV 6/12/15
COHEN	DENISE	A	School Nurse	HEALTH SERVICES	7/1/2015	7/1/2015	RETIRED RV 7/1/15
SCHOMBERG	FRANCESCA	A	Teacher, K-8	MARTIN L. KING JR ELEMENTARY	7/1/2015	6/30/2016	RETIRED RV 7/1/15
ZASSO	VIVIAN	A	Teacher, Resource, Spec	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	7/31/2015	RETIRED RV 7/31/15
ZAMORANO AYALA	ALICIA	0	Teacher, Spec Ed	ENGINEERING AND SCIENCES HS	8/1/2014	6/30/2015	SEP/OJ 6/12/15
HOGAN	ELIZABETH	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTME	1/25/2015	6/12/2015	SEP/RESIGN OJ, 6/12/15
BURKAM	HEATHER	B	Teacher, Spec Ed	PARKWAY ELEMENTARY SCHOOL	7/1/2014	6/12/2015	SEP/RESIGN 6/12/15
LOZANO	LILIANA	A	Teacher, High School	NEW TECH	7/1/2014	6/30/2015	SEP/RESIGN 6/12/15
PICKERING PICK	SARA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	SEP/RESIGN 6/12/15
MAHAFFEY	DAINA	A	Program Specialist, Spec	SPECIAL EDUCATION DEPARTME	7/1/2014	6/17/2015	SEP/RESIGN 6/17/15
SANDOVAL	EVELYN	Q	School Psychologist	OAK RIDGE ELEMENTARY SCHOC	5/1/2015	6/30/2015	SEP/RESIGN 6/30/15
SANCHEZ	LEANA	0	Teacher, Elementary	BG CHACON ACADEMY	9/8/2014	6/30/2015	SEP/RESIGNNG 6/30/15
FALLON	MARGO	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTME	7/1/2014	6/11/2015	SEP/RESIGN, 6/11/15
KEYANPOUR	PARVIN	A	Teacher, Parent/Prescho	A.WARREN McCLASKEY ADULT	7/1/2014	6/10/2015	SEP/RETIE 6/10/15
JENSEN	MAUREEN	A	Teacher, Elementary	PONY EXPRESS ELEMENTARY SC	7/1/2014	6/12/2015	SEP/RETIRE RV, 6/12/15
CANN	ROBYN	A	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCH	7/1/2014	6/30/2015	SEP/RETIRE 6/12/15
HANSEN	BARBARA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	SEP/RETIRE 6/12/15
VEGA	PETE	A	Teacher, Elementary	WILLIAM LAND ELEMENTARY	7/1/2014	6/30/2015	SEP/RETIRE 6/12/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LOFLIN	LESLIE	A	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCH	7/1/2014	6/30/2015	SEP/RETIRE 6/13/15
VANN	DONNA	A	Librarian, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	SEP/RETIRE 6/16/15
MILLER	JUDY	A	School Psychologist	SPECIAL EDUCATION DEPARTME	7/1/2014	6/22/2015	SEP/RETIRE 6/22/15
BROWN	DON	A	Teacher, Elementary	PETER BURNETT ELEMENTARY	6/20/2015	6/30/2015	SEP/RETIRE, 6/30/15
GUINN	THERESE	A	Lang. Speech & Hearing	SPECIAL EDUCATION DEPARTME	10/6/2014	6/12/2015	SEP/RETIRE; 6/12/15
GILMAN	LORA	A	Teacher, Spec Ed	ROSEMONT HIGH SCHOOL	7/1/2014	6/30/2015	SEP/TERM 6/30/15

Attachment 2: CLASSIFIED 07/16/2015

<u>NameLast</u>	<u>NameFirst</u>	<u>JobPerm</u>	<u>JobClass</u>	<u>PrimeSite</u>	<u>BegDate</u>	<u>EndDate</u>	<u>Comment</u>
EMPLOY							
ESPINOZA	GENIE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	EMPLOY .3750 PROB1 6/1/15
GONZALEZ	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	EMPLOY .3750 PROB1 6/1/15
LARA	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	EMPLOY .3750 PROB1 6/1/15
URIBE-RAMIREZ	HENRIETTA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	EMPLOY .3750 PROB1 6/1/15
HAZELBAKER	KYRSTIE	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	EMPLOY .8125 PROB1 6/1/15
WATERS	CARLITA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	EMPLOY PROB 6/1/15
GREEN	RACHEL	B	Clerk II	TAHOE ELEMENTARY SCHOOL	6/12/2015	6/30/2015	EMPLOY PROB 6/12/15
RE-EMPLOY							
RAINES	JAMES	A	Custodian	FATHER K.B. KENNY	6/8/2015	6/30/2015	REEMPLOY PERM 6/8/15
RAINES	JAMES	A	Custodian	OAK RIDGE ELEMENTARY SCHO	6/8/2015	6/30/2015	REEMPLOY PERM 6/8/15
STATUS CHANGE							
SAELEE	MEUY	R	Teacher Assistant Bilingu	HIRAM W. JOHNSON HIGH SCHO	7/1/2014	6/30/2015	EXT STCHG .50 LTA(A) 7/1-6/30/15
MONTEIRO	ANASTASIA	A	Clerk II	REASSIGNED	5/27/2015	6/30/2015	REA FR SOM/STCHG 5/27-6/30/15
RODRIGUEZ	NICOLE	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTM	6/1/2015	6/30/2015	REA STCHG 6/1/15
WOO	PAKOU	Q	Coord IIChg MgmtTrainer	ADMINISTRATIVE SERVICES	4/13/2015	6/30/2015	REA/STCH LTAA/WVG 4/13-6/30/15
ESPINOZA	GENIE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	7/1/2015	5/31/2016	WVG CHG 7/1/15
GONZALEZ	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	7/1/2015	5/31/2016	WVG CHG 7/1/15
LARA	MARIA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	7/1/2015	5/31/2016	WVG CHG 7/1/15
URIBE-RAMIREZ	HENRIETTA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	7/1/2015	5/31/2016	WVG CHG 7/1/15
HAZELBAKER	KYRSTIE	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTM	7/1/2015	5/31/2016	WVG CHG FR O 7/1/15
LEAVES							
KIMURA	KATHY	A	Inst Aid Spec Ed	JOHN CABRILLO ELEMENTARY	6/12/2015	6/30/2015	LOA EXT PD HE 6/12-6/30/15
McGLOTHIN	ELMON	A	Bus Driver	TRANSPORTATION SERVICES	6/1/2015	6/30/2015	LOA RTN PD FMLA 6/1/15
HERNANDEZ	EMILIANO	A	Inst Aid Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	6/2/2015	6/30/2015	LOA RT UNPD 6/2/15
SEP/RESIGN/RETIRE							
MAGEE	MELISSA	A	School Office Manager I	MATSUYAMA ELEMENTARY SCH	7/1/2015	7/31/2015	RETIRED FO 7/31/15
BUCCHIONI	LORI	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	7/9/2015	RETIRED RV 7/09/15
ESQUIVEL	YVONNE	A	Office Tchncn II	JOHN F. KENNEDY HIGH SCHOOL	7/1/2015	8/31/2015	RETIRED RV 8/31/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
BLOMBERG	KENNETH	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2015	9/1/2015	RETIRED RV 9/1/15
MOYO	BEATRIZ	R	Teacher Assistant, Biling	REASSIGNED	7/1/2014	6/30/2015	SEP 39MO RR 6/30/15
SAYKAO	CHI	A	Teacher Assistant, Biling	JOHN H. STILL - K-8	7/1/2014	6/16/2015	SEP/39MO RR 6/16/15
SAYKAO	CHI	R	Teacher Assistant, Biling	REASSIGNED	7/1/2014	6/16/2015	SEP/39MO RR 6/16/15
MOYO	BEATRIZ	A	Teacher Assistant, Biling	JOHN H. STILL - K-8	7/1/2014	6/30/2015	SEP/39MO RR 6/30/15
VALENCIA	TRINA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	7/1/2014	6/11/2015	SEP/RESIGN 6/11/15
CESPEDES	ELYNA	A	Internship Specialist	NEW TECH	12/1/2014	6/12/2015	SEP/RESIGN 6/12/15
MCCLYMONDS	MARY	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTM	3/1/2015	6/11/2015	SEP/RV 6/11/15
FLORES	DIEGO	B	Inst Aid, Spec Ed	HEALTH PROFESSIONS HIGH SCI	10/13/2014	6/11/2015	SEP/TERM 6/11/15
ANDERSEN	ERIK	B	Welder	FACILITIES MAINTENANCE	7/1/2014	6/5/2015	SEP/TERM 6/5/15
FLORES	DIEGO	B	Inst Aid, Spec Ed	WILL C. WOOD MIDDLE SCHOOL	10/13/2014	6/11/2015	SEPT/TERM 6/11/15



ACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1c

Meeting Date: July 16, 2015

Subject: **Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of June 2015**

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

Division: Business Services

Recommendation: Approve attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of June 2015 are available for the Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Warrants, Checks and Electronic Transfers – June 2015

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Amari Watkins, Director, Accounting Services

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
June 2015

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount by Fund</u>	<u>Total by Account</u>		
County Accounts Payable Warrants for Operating Expenses	97-318484 - 97-319773	General (01)	\$ 9,239,937.39			
		Charter (09)	\$ 124,250.44			
		Adult Education (11)	\$ 130,764.49			
		Child Development (12)	\$ 18,940.79			
		Cafeteria (13)	\$ 858,511.37			
		Deferred Maintenance (14)	\$ 2,750.00			
		Building (21)	\$ 1,627,383.26			
		Developer Fees (25)	\$ 8,458.97			
		Mello Roos Capital Proj (49)	\$ 865,492.20			
		Self Insurance (67/68)	\$ 14,398.62			
		Retiree Benefits (71)	\$ 26,057.54			
		Payroll Revolving (76)	\$ 84,190.44			
				<u>\$ 13,001,135.51</u>		
Alternate Cash Revolving Checks for Emergency Accounts Payable and Payroll	00000613 - 00000633	General (01)	\$ 14,278.28			
		Payroll Revolving (76)	\$ 45,873.56			
				<u>\$ 60,151.84</u>		
Payroll and Payroll Vendor Warrants	97783427 - 97784678	General (01)	\$ 1,095,377.02			
		Charter (09)	\$ 45,340.99			
		Adult Education (11)	\$ 14,426.58			
		Child Development (12)	\$ 81,300.10			
		Cafeteria (13)	\$ 106,898.90			
		Building (21)	\$ 4,962.58			
		Self Insurance (67/68)	\$ 4,792.40			
		Payroll Revolving (76)	\$ 2,366,389.79			
						<u>\$ 3,719,488.36</u>
		Payroll ACH Direct Deposit	ACH-00907169 - ACH-00912989	General (01)	\$ 12,520,195.50	
Charter (09)	\$ 441,474.73					
Adult Education (11)	\$ 182,286.19					
Child Development (12)	\$ 590,197.47					
Cafeteria (13)	\$ 327,193.61					
Building (21)	\$ 89,123.08					
Self Insurance (67/68)	\$ 13,316.50					
						<u>\$ 14,163,787.08</u>
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700348082 - 9700348104	General (01)	\$ 18,905.90			
		Self Insurance (67/68)	\$ 23,828.26			
		Retiree Benefits (71)	\$ 1,369,786.89			
		Payroll Revolving (76)	\$ 8,551,428.66			
				<u>\$ 9,963,949.71</u>		
Total Warrants, Checks, and Electronic Transfers				<u>\$ 40,908,512.50</u>		



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1d

Meeting Date: July 16, 2015

Subject: Approve School-wide Title-I Program at Identified Schools

- 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 School-wide Program at four identified Title-I-funded schools.

Background/Rationale: A School-wide Program is a comprehensive reform strategy focused on serving all students, improving all structures that support students, and combining resources, as allowed, to maximize the impact of Title-I funding. Its primary goal is to ensure that all students at a school site, particularly those who are low-achieving, are provided opportunities to demonstrate proficient and advanced levels of achievement on state academic achievement standards. Schools that are not granted School-wide Program status must only provide educational services to identified individual students. Currently, the four Title-I funded schools in Sacramento City Unified School District that are requesting school-wide program status are: Hubert Bancroft Elementary, New Joseph Bonnheim Community Charter, The Met Sacramento, and George Washington Carver School of Arts and Sciences.

Financial Considerations School-wide Program status will allow four additional schools receiving Title-I allocations to use the funding for comprehensive programs serving all students at each school.

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

Documents Attached: N/A

Estimated Time of Presentation: N/A
Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer, and Lisa Hayes, Director, State and Federal Programs
Approved by: José L Banda, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1e

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Introduction to Engineering and Design 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Introduction to Engineering and Design 1P, 2P

Background/Rationale: In the course, “Introduction to Engineering and Design”, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

“Introduction to Engineering and Design” is the first course for engineering students in the Project lead the Way program. It is followed by Principals of Engineering. Students who are interested in pursuing a career in Engineering should take this course. It prepares students for entry into a college Engineering program. This course uses the design process that correlates to the Common Core guidelines.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Introduction to Engineering and Design 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Introduction to Engineering and Design 1P and 2P

YTS133 and YTS134

Segment	High School
Length of Course	One Year
Developed by	West Campus Engineering Committee
First Edition	Fall, 2015

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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SECTION TWO — COURSE UNITS

Unit 1: Design Process

Unit 2: Technical Sketching and Drawing

Unit 3: Measurement and Statistics

Unit 4: Modeling Skills

Unit 5: Geometry of Design

Unit 6: Reverse Engineering

Unit 7: Documentation

Unit 8: Advanced Computer Modeling

Unit 9: Design Team

Unit 10: Design Challenge

Introduction to Engineering and Design 1P and 2P

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

RATIONALE

This is the first course for engineering students. It is followed by Principles of Engineering. Students who are interested in pursuing a career in Engineering should take this course. It prepares students for entry into a college Engineering program. This course uses the design process that correlates to the Common Core guidelines.

COURSE GOALS

- Students are able to use the Design Process to solve problems and generate solutions.
 - Generate and document multiple ideas or solution paths to a problem through brainstorming
 - Describe the design process used in the solution of a particular problem and reflect on all steps of the design process.
 - Utilize an engineering notebook to clearly and accurately document the design process according to accepted standards and protocols to prove the origin and chronology of a design.
 - Review and evaluate the written work of peers and make recommendations for improvement.
- Students are able to represent objects and ideas through sketches
 - Create sketches or diagrams as representations of objects, ideas, events, or systems.
 - Apply tonal shading to enhance the appearance of a pictorial sketch and create a more realistic appearance of a sketched object.
 - Hand sketch isometric views of a simple object or part at a given scale using the actual object, a detailed verbal description of the

- object, a pictorial view of the object, or a set of orthographic projections.
- Hand sketch 1-point and 2-point perspective pictorial views of a simple object or part given the object, a detailed verbal description of the object, a pictorial view of the object, and/or a set of orthographic projections.
 - Choose and justify the choice for the best orthographic projection of an object to use as a front view on technical drawings.
 - Hand sketch a scaled full or half section view in the correct orientation to fully detail an object or part given the actual object, a detailed verbal description of the object, a pictorial view of the object, or a set of orthographic projections.
- Students understand and use different units of measurement
 - Measure linear distances (including length, inside diameter, and hole depth) with accuracy using a scale, ruler, or dial caliper and report the measurement using an appropriate level of precision.
 - Use units to guide the solution to multi-step problems through dimensional analysis and choose and interpret units consistently in formulas.
 - Convert quantities between units in the SI and the US Customary measurement systems.
 - Convert between different units within the same measurement system including the SI and US Customary measurement systems.
 - Dimension orthographic projections of simple objects or parts according to a set of dimensioning standards and accepted practices.
 - Identify and correct errors and omissions in the dimensions applied in a technical drawing based on accepted practice and a set of dimensioning rules.
 - Calculate statistics related to central tendency including mean, median, and mode.
 - Represent data with plots on the real number line (e.g., dot plots, histograms, and box plots).
 - Use statistics to quantify information, support design decisions, and justify problem solutions.
 - Calculate a physical property indirectly using available data or perform appropriate measurements to gather the necessary data (e.g., determine area or volume using linear measurements or determine density using mass and volume measurements).

- Solve volume problems using volume formulas for rectangular solids, cylinders, pyramids, cones, and spheres.
- Students are able to use 3D modeling software to draw and create models
 - Develop and/or use graphical, computer, physical and mathematical models as appropriate to represent or solve problems.
 - Create three-dimensional solid models of parts within CAD from sketches or dimensioned drawings using appropriate geometric and dimensional constraints.
 - Generate CAD multi-view technical drawings, including orthographic projections and pictorial views, as necessary, showing appropriate scale, appropriate view selection, and correct view orientation to fully describe a simple part according to standard engineering practice.
 - Create a set of working drawings to detail a design project.
 - Create three-dimensional solid models of parts within CAD from sketches or dimensioned drawings using appropriate geometric and dimensional constraints and model features. Assign a specific material (included in the software library) to a part and use the capabilities of the CAD software to determine the mass, volume, and surface area of an object for which a 3D solid model has been created.
 - Assign a density value to a new material (not included in the software library) and apply the material to a 3D solid model within CAD software in order to determine the physical properties of the object.
 - Perform a functional analysis of a product in order to determine the purpose, inputs and outputs, and the operation of a product or system.
 - Perform a structural analysis of a product in order to determine the materials used and the form of component parts as well as the configuration and interaction of component parts when assembled (if applicable).
 - Dimension a section view of a simple object or part according to a set of dimensioning standards and accepted practices.
 - Annotate (including specific and general notes) working drawings according to accepted engineering practice. Include dimensioning according to a set of dimensioning rules, proper hole and thread notes, proper tolerance annotation, and the inclusion of other notes

necessary to fully describe a part according to standard engineering practice

- Students are able to solve, organize and present information and projects
 - Utilize project portfolios to present and justify design projects.
 - Use a spreadsheet program to graph bi-variate data and determine an appropriate mathematical model using regression analysis.
 - Solve equations for unknown quantities by determining appropriate substitutions for variables and manipulating the equations.
 - Interpret a function to solve problems in the context of the data.
 - Solve real world and mathematical problems involving area and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, right prisms, cylinders, and spheres.
 - Use physical properties to solve design problems (e.g., design an object or structure to satisfy physical constraints or minimize cost).
 - Explain how the visual elements and principles of design affect the aesthetics and commercial success of a product.
 - Select and utilize technology (software and hardware) to create high impact visual aids.
- Students are able to use software and 3D modeling software to clearly present parts and assemblies for production, analysis, and design
 - Determine the specified dimension, tolerance, upper limit, and lower limit for any given dimension and related tolerance (or any distance that is dependent on given dimensions) shown on a technical drawing.
 - Create assemblies of parts in CAD and use appropriate assembly constraints to create an assembly that allows correct realistic movement among parts. Manipulate the assembly model to demonstrate the movement.
 - Create a CAD assembly drawing. Identify each component of the assembly with identification numbers and create a parts list to detail each component using CAD.
 - Analyze information gathered during reverse engineering to identify shortcoming of the design and/or opportunities for improvement or innovation.
 - Define and justify a design problem and express the concerns, needs, and desires of the primary stakeholders.

- Present and justify design specifications, and clearly explain the criteria and constraints associated with a successful design solution.
- Use advanced modeling features to create three-dimensional solid models of complex parts and assemblies within CAD and with little guidance given the actual part using appropriate geometric and dimensional constraints.
- Using a CAD application, create relationships among part features and dimensions using parametric formulas.
- Create an exploded assembly view of a multi-part product. Identify each component of the assembly with identification numbers and create a parts list to detail each component using CAD.
- Develop and document an effective solution to a problem that meets specific design requirements.
- Document and describe the design process used in the solution of a problem and reflect on all steps of the design process.
- Students will understand shared decision-making, investigate different materials, manufacturing processes, and the short and long term impacts that their decision-making may have on society or potentially on the world.
 - Students understand the development of an engineered product and the impact of the product on society and the environment.
 - Utilize research tools and resources (such as the Internet; media centers; market research; professional journals; printed, electronic, and multimedia resources; etc.) to validate design decisions and justify a problem solution.
 - Summarize key ideas in information sources including scientific and engineering texts, tables, diagrams, and graphs.
 - Deliver organized oral presentations of work tailored to the audience.
 - Demonstrate positive team behaviors and contribute to a positive team dynamic.
 - Contribute equitably to the attainment of group goals based on assigned roles.
 - Adjust voice and writing style to align with audience and purpose.
 - Deliver organized oral presentations of work tailored to the audience.

- Students are able to use the skills they've learned to complete a design process
 - To develop and document an effective solution to a problem that meets specific design requirements.
 - Document and describe the design process used in the solution of a problem and reflect on all steps of the design process.

COURSE STANDARDS

Common Core State Standards for English Language Arts
 Common Core State Standards for Mathematical Practice (HS)
 Standards for Technological Literacy
 Next Generation Science Standards

INSTRUCTIONAL MATERIALS

Worksheets derived from PLTW materials
 PowerPoints derived from PLTW materials
 Answer Keys derived from PLTW materials
 Engineering Work Kit that includes measuring tools and simple mechanical tools.
 Engineering Workbooks or substitute for each student.
 Autodesk Inventor 2015 installed on computers

SUPPLEMENTARY MATERIALS:

$\frac{3}{4}$ " Blocks and Button Machine
 Isometric Paper – copies
 3D printer

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1 Design Process

Time Days: 16 day

Unit 2 Technical Sketching and Drawing

Time Days: Approximately 11 days

Unit 3 Measurement and Statistics

Time Days: Approximately 12 days

Unit 4 Modeling Skills

Time Days: Approximately 15 days

Unit 5 Geometry of Design

Time Days: Approximately 13 days

Unit 6 Reverse Engineering

Time Days: Approximately 13 days

Unit 7 Documentation

Time Days: Approximately 24 days

Unit 8 Advanced Computer Modeling

Time Days: Approximately 11 days

Unit 9 Design Team

Time Days: Approximately 33 days

Unit 10 Design Challenges

Time Days: Approximately 10 days

TEACHER RESOURCES

- Resources provided through PLTW
- PowerPoint Presentations

RECOMMENDED STUDENT RESOURCES

- Free student copy of Inventor provided by Autodesk for personal use outside of school.
- Free Internet and Youtube Instructional videos and tutorials to learn Inventor
- Dropbox.com to provide online sharing of materials and resources

SECTION TWO — COURSE UNITS

All the units are based on the PLTW Introduction to Engineering and Design coursework.

UNIT I: Design Process

Each time that you solve a problem, a design process is used. Some processes are as simple as realizing that you are hungry for something new and then designing a new combination of foods. Process can be as complex as designing a clean water solution for a village in an emerging nation. The design process (i.e., method to solve a problem or create a new product) is a cornerstone of all engineering professions.

This lesson provides a foundation for engineering knowledge and professional practices that will be used through this and other pathway to engineering courses and throughout a student's career. Students will develop skills such as concept sketching, setting up, and maintaining an engineering notebook and portfolio.

Engineering is a professional practice that has evolved through centuries of experience. Learning concepts and practicing skills in this course will provide a foundation for a lifelong engineering career.

STANDARDS ADDRESSED

Common Core State Standards for English Language Arts

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; Cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)
10. Read and comprehend complex literary and informational texts independently and proficiently. (AS.R.10)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2) [PREVIEW]
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4) [PREVIEW]
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (AS.W.5) [PREVIEW]

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6) [PREVIEW]
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Standards for Technological Literacy

- Students will develop an understanding of the characteristics and scope of technology.
- Students will develop an understanding of the core concepts of technology.
- Students will develop an understanding of the cultural, social, economic, and political effects of technology.
- Students will develop an understanding of the effects of technology on the environment.
- Students will develop an understanding of the influence of technology on history.
- Students will develop an understanding of the attributes of design.

- Students will develop an understanding of engineering design.
- Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving
- Students will develop the abilities to apply the design process.
- Students will develop an understanding of and be able to select and use information and communication technologies.

Next Generation Science Standards

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

INSTRUCTIONAL OBJECTIVES

Students will be able to:

- Identify the steps in an engineering design process and describe the activities involved in each step of the process. U1
- Explain the concept of proportion and how it relates to freehand sketching.
- Identify and describe a variety of brainstorming techniques and rules for brainstorming.
- Differentiate between invention and innovation.
- Identify and differentiate between the work of an engineer and the work of a scientist.
- Identify and differentiate between mechanical, electrical, civil, and chemical engineering fields.
- Generate and document multiple ideas or solution paths to a problem through brainstorming
- Describe the design process used in the solution of a particular problem and reflect on all steps of the design process.
- Utilize an engineering notebook to clearly and accurately document the design process according to accepted standards and protocols to prove the origin and chronology of a design.
- Create sketches or diagrams as representations of objects, ideas, events, or systems.

- Explain the contributions of engineers from different engineering fields in the design and development of a product, system, or technology.
- Review and evaluate the written work of peers and make recommendations for improvement.

SUGGESTED ACTIVITIES

- Instant Cable Car Challenge
- Concept Sketching in Engineering Workbook
- Brainstorming Product Improvement
- Deep Dive Design Process
- Discover Engineering Disciplines
- Paper Bridge Challenge
- Design Innovation and Evolution

PowerPoint Presentations

1.3.A EngineeringNotebook.pptx
 1.4.A BrainstormingSolutions.pptx
 1.5.A DesignProcess.pptx
 1.5.A WritingDesignBrief.pptx
 1.6.A EngineeringDisciplines.pptx
 1.6.A EngineeringOverview.pptx
 1.8.A InstantChallengePaperBridge.pptx
 1.9.A IntroResearch.pptx
 1.9.A ProductDesignEvolution.pptx

SUGGESTED ASSESSMENT

Assessment throughout all units are consistent with the following:
 Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.

Section 2 is to answer questions about what was learned in the activity.

Some self-assessment and peer assessment are also included.

UNIT II: Technical Sketching and Drawing

It is often said that a picture is worth a thousand words. This proverb is very true when communicating ideas to solve problems. To properly communicate technical information about objects that must be manufactured, fluency in the universal language of technical drawing is required. One of the first steps to learning this language is developing the ability to sketch.

Visualizing, communicating, exploring, and documenting ideas occur throughout the process of design. The process begins when a client and an engineer meet for the first time to define a problem; when research requires field measurements to be taken so that a scenario can be replicated; when an idea occurs during lunch and must be quickly recorded on a napkin before it is lost; when teams of people feed off each other's ideas and brainstorm possible solutions; when an engineer works out the details of a design solution so that it can be prototyped and tested; and when a solution has been proven to work and must be documented for reproduction.

Technical sketching differs from technical drawing: technical sketches are made with a pencil, paper, and an idea, while technical drawing advances a sketch to follow specific technical drawing guidelines that employ the use of tools, such as isometric graph paper and the aid of a computer. Likewise, technical sketching differs from artistic sketching. Technical sketches follow the same standards that govern the development of technical drawings except the sketches are done freehand.

As they advance in their experiences and skills through the course, students will learn basic rules of technical sketching in this lesson and will learn the drawing standards that apply. The understanding of technical sketching is critical for designers when effectively conveying their ideas about a product. Sketching is the beginning stage of product development. Students will learn how to sketch isometric, oblique, perspective, and multi-view sketches of various objects.

Standards Addressed

Standards for Technological Literacy

Students will develop the abilities to apply the design process.
Students will develop an understanding of and be able to select and use information and communication technologies.

Common Core State Standards for Mathematical Practice (HS)

Geometry

Modeling with Geometry

-Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)

Instructional Objectives

Students will be able to:

- Identify line types (including construction lines, object lines, hidden lines, and center lines) used on a technical drawing per ANSI Line Conventions and Lettering Y14.2M-2008 and explain the purpose of each line.
- Identify and define technical drawing representations including isometric, orthographic projection, oblique, and perspective views.
- Identify the proper use of each technical drawing representation including isometric, orthographic projection, oblique, and perspective views.
- Apply tonal shading to enhance the appearance of a pictorial sketch and create a more realistic appearance of a sketched object.
- Hand sketch isometric views of a simple object or part at a given scale using the actual object, a detailed verbal description of the object, a pictorial view of the object, or a set of orthographic projections.
- Hand sketch 1-point and 2-point perspective pictorial views of a simple object or part given the object, a detailed verbal description of the object, a pictorial view of the object, and/or a set of orthographic projections.
- Select flat patterns (nets) that fold into geometric solid forms.
- Hand sketch orthographic projections at a given scale and in the correct orientation to fully detail an object or part using the actual object, a detailed verbal description of the object, or a pictorial and isometric view of the object.
- Determine the minimum number and types of views necessary to fully detail a part.
- Choose and justify the choice for the best orthographic projection of an object to use as a front view on technical drawings.

Suggested Activities

2.1.A IsometricSketching.docx
2.1.A IsoObliqueSketchHandout.pdf
2.1.A LineConventionsHandout.docx
2.2.A PerspectiveSketching.docx
2.3.A GlassBox.docx

2.4.A MultiviewSketching.docx
2.5.A SketchingPractice.docx

PowerPoint Presentations

2.1.A IsometricObliquePictorials.pptx
2.1.A LineConventions.pptx
2.2.A PerspectiveSketching.pptx
2.3.A GlassBoxAssembly.pptx
2.3.A MultiviewSketching.pptx

Suggested Assessment

Assessment throughout all units are consistent with the following:
Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups. Students are also assessed by the activities for each assignment. Section 1 is to do the assigned task for each activity. Section 2 is to answer questions about what was learned in the activity. Some self-assessment and peer assessment are also included.

UNIT III: Measurement and Statistics

The practice of measuring is older than recorded history. Every human civilization throughout history developed its own measuring tools and, along with them, its own measuring standards. It was through the establishment of measuring tools and standards that the Egyptians were able to build their giant pyramids and the Romans were able to build their roads and aqueducts. Shared understanding and communication established through standardization played a key role in their successful outcome. Standardization is what allows many people to work individually on parts that come together to form a finished product or system. Without measurement standards, manufactured parts would not be interchangeable and mass production could not exist. Measurement is so important that the founding fathers of the United States included it in the Constitution, giving Congress the power to set uniform standards for weights and measures. Today, the American National Standards Institute serves as the unifying force system for the measurement used in the United States. This lesson provides an introduction to measurement through the study of linear distance and angles.

Since the beginning of science, scientists have realized that laws of nature are not bound to the borders between kingdoms or countries, and that uniform standards of measure form the foundation for changing the secrets of the universe into human knowledge. In the midst of the French Revolution, scientists developed a new system of measurement that was simple, logical, and well-suited to the needs of both scientists and engineers. Since its inception 220 years ago, the metric system has spread throughout the industrialized world and is now the international standard for acquiring and communicating measurements.

In this lesson students will learn about measurement and statistics. They will apply what they have learned through

- Reading English and metric scales
- Converting measurements between U S Customary and SI units
- Performing precision measurement using dial calipers
- Applying correct dimensioning techniques to technical drawings
- Recording data with proper precision
- Performing basic statistical analysis
- Creating graphs of statistical information

Standards Addressed

Common Core State Standards for English Language Arts
Reading

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Standards for Technological Literacy

- Students will develop an understanding of the core concepts of technology.
- Students will develop an understanding of the attributes of design.
- Students will develop an understanding of engineering design.
- Students will develop the abilities to apply the design process.
- Students will develop the abilities to assess the impact of products and systems.

Common Core State Standards for Mathematical Practice (HS)

Number and Quantity

Quantities

-Reason Quantitatively And Use Units To Solve Problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (N.Q .1)
2. Define appropriate quantities for the purpose of descriptive modeling. (N.Q .2)
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (N.Q .3)

Algebra

Creating Equations

Create Equations That Describe Numbers or Relationships

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* (A.CED.3)

Geometry

Geometric Measurement and Dimension

Explain Volume Formulas and Use Them to Solve Problems

3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* (G.GMD.3)

Modeling with Geometry

Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)

Statistics and Probability

Interpreting Categorical and Quantitative Data

Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots). (S.ID.1)

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. (S.ID.4)

Instructional Objectives

Students will be able to:

- Identify general rules for dimensioning on technical drawings used in standard engineering practice. U5
- Distinguish between sample statistics and population statistics and know appropriate applications of each.
- Distinguish between precision and accuracy of measurement.
- Measure linear distances (including length, inside diameter, and whole depth) with accuracy using a scale, ruler, or dial caliper and report the measurement using an appropriate level of precision. U1
- Use units to guide the solution to multi-step problems through dimensional analysis and choose and interpret units consistently in formulas. U4
- Convert quantities between units in the SI and the US Customary measurement systems. U4

- Convert between different units within the same measurement system including the SI and US Customary measurement systems. U4
- Dimension orthographic projections of simple objects or parts according to a set of dimensioning standards and accepted practices. U5
- Identify and correct errors and omissions in the dimensions applied in a technical drawing based on accepted practice and a set of dimensioning rules. U5
- Calculate statistics related to central tendency including mean, median, and mode. U6
- Calculate statistics related to variation of data including (sample and population) standard deviation and range. U6
- Represent data with plots on the real number line (e.g., dot plots, histograms, and box plots). U6
- Use statistics to quantify information, support design decisions, and justify problem solutions. U6
- Use a spreadsheet program to store and manipulate raw data. U10
- Use a spreadsheet program to perform calculations using formulas.
- Use a spreadsheet program to create and display a histogram to represent a set of data.

Suggested Activities with PowerPoint Presentations

3.0.KT KeyTerms.docx
 3.1.a.A LinearMeasurementSI.docx
 3.1.b.A LinearMeasurementUS.docx
 3.1.A MeasurementSI.pptx
 3.1.b.A USMeasurement.pptx
 3.2.A UnitConversion.docx
 3.2.A UnitConversion.pptx
 3.2.h.A UnitConversionHomework.docx
 3.3.A MakingLinearMeasurements.docx
 3.3.A ALTERNATE.docx
 3.3.A DialCalipers.pptx
 3.3.A SectionViewIntro.pptx
 3.4.A LinearDimensions.docx
 3.4.A IntroDimensioning.pptx
 3.4.A.SR DimensioningGuidelines.docx
 3.5.A AppliedStatistics.docx
 3.5.A IntroSummaryStatistics.pptx
 3.6.A InstantChallengeFlingMachine.docx
 3.6.A InferentialStatistics.pptx
 3.7.A StatisticalAnalysisExcel.docx
 3.7.A StatisticalAnalysisExcel.pptx
 3.7.A.SR AnalysisToolPakLoadingInstructions.docx
 3.8.A PrecisionAccuracyMeasurement.docx
 3.8.A PrecisionAccuracyMeasurement.pptx

3.8.A TheEmpiricalRule.pptx
3.9.A StatisticsQuality.docx
3.10.A InstantChallengeOilSpill.docx

Answer Keys

3.1.a.A.AK LinearMeasurementSIAnsKey.docx
3.1.b.A.AK LinearMeasurementUSAnsKey.docx
3.2.A.AK UnitConversionAnsKey.docx
3.2.h.A.AK UnitConversionHomeworkAnsKey.docx
3.3.A.AK ALTERNATEAnsKey.docx
3.3.A.AK MakingLinearMeasurementAnsKey.docx
3.4.A.AK LinearDimensionsAnsKey.docx
3.5.A.AK AppliedStatisticsAnsKey.docx
3.7.A.AK StatisticalAnalysisExcelAnsKey.docx
3.7.A.TN StatisticalAnalysisExamplesTEACHERSONLY.xlsx
3.8.A.AK PrecisionAccuracyMeasurmentAnsKey.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:
Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.

Section 2 is to answer questions about what was learned in the activity.

Some self-assessment and peer assessment are also included.

UNIT IV: Modeling Skills

Effectively applying a design process often involves a wide variety of modeling activities. During the initial phases of the design process, defining the problem and generating concepts brainstorming is often accompanied by concept modeling. Lists and mind maps are often used to document design ideas and concepts. As research is performed, graphical modeling and/or mathematical modeling can be used to represent gathered information. Graphical modeling can involve representing information in the form of charts, graphs, maps, or geometric figures. Mathematical modeling involves representing a phenomenon or behavior with an equation or a geometric representation. For instance, an environmental engineer who is developing a solution to handle and dispose of solid waste in an area for the next 20 years may wish to represent the volume of solid waste produced over the previous 20 years with a mathematical equation. The equation will allow the engineer to predict the waste production in the future. Design ideas and alternatives are often modeled graphically. If the design solution involves a physical object, designers typically use sketching and drawing to represent design ideas. If the problem solution involves the design of systems or processes, charts, graphs, and maps may be employed to represent the proposed designs. Early in the design process, ideas are often sketched on paper for future refinement. As ideas are formalized, greater accuracy is required. This refinement may involve converting sketches to computer models and formal technical drawings.

Today, computers and software applications are tools often used in the solution of engineering problems. Computer modeling is frequently used to represent, analyze, document, and assess a design idea. Three-dimensional computer modeling of products allows designers to virtually create, manipulate, and test products and system prior to building and testing a physical model. A physical model is often desirable because it allows hands-on manipulation and testing of a product or system in its intended operating environment. However, computer modeling is especially helpful when building a physical model is difficult or expensive. For instance, in the case of large commercial and industrial buildings, which must be designed to carry a variety of load conditions, computer modeling provides an inexpensive means through which to model and test the load carrying capacity of the building structure. Or, if a chemical process is part of the design solution, a computer program can simulate the proposed process and efficiently allow adjustment of design factors (such as concentrations, temperature, and pressure) to hone in on a precise solution before large-scale physical testing is performed.

If the design process is applied to the design of a consumer product, it is almost always necessary to build a physical model for a variety of reasons. A physical model provides a representation of the design to which people can relate. They can see the design intent. And, when the physical model is built to the design specifications, the product can be used for the intended purpose and tested. In addition, physical models help potential consumers and investors understand the product and can improve the chances of gaining financial support and customers.

The testing phase of the design process can also involve a variety of modeling techniques. Before testing can be performed, the test(s) itself must be designed, which can require the use of concept, graphical, mathematical, computer and/or physical models. Physical models of the design are often used to allow testing of the actual product. Computer modeling is used to represent the product and test a design when physical testing is not feasible or is prohibitively expensive. The data gathered during the testing phase of the design process is often represented with graphical and/or mathematical modeling.

In this lesson students will learn how to create a product from conception to reality and will employ a variety of modeling techniques. They will do this by applying the design process steps first-hand in the creation of their product. Students will live the life of a product designer and create a solution to a problem that exists for a company.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Text Types and Purposes

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (AS.L.1)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Standards for Technological Literacy

Students will develop an understanding of the core concepts of technology.

Students will develop an understanding of the attributes of design.

Students will develop an understanding of engineering design.

Students will develop the abilities to apply the design process.

Students will develop the abilities to use and maintain technological products and systems.

Students will develop an understanding of and be able to select and use information and communication technologies.

Common Core State Standards for Mathematical Practice (HS)

Number and Quantity

Quantities

Reason Quantitatively And Use Units To Solve Problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (N.Q .1)
2. Define appropriate quantities for the purpose of descriptive modeling. (N.Q .2)

Algebra

Creating Equations

Create Equations That Describe Numbers or Relationships

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A.CED.2)

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .* (A.CED.4)

Reasoning With Equations and Inequalities

Solve Equations and Inequalities in One Variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A.REI.3)

-Represent and Solve Equations and Inequalities Graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (A.REI.10)

Functions

Interpreting Functions

Understand the Concept of a Function and Use Function Notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. (F.IF.1)

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (F.IF.2)

-Interpret Functions That Arise In Applications In Terms Of the Context

5. Relate the domain of a function to its graph and, where applicable, to the quantitative

Relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.** (F.IF.5)

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* (F.IF.6)

Building Functions

Build a Function That Models a Relationship between Two Quantities

1. A. Determine an explicit expression, a recursive process, or steps for calculation from a context. (F.BF.1.a)

Linear, Quadratic, and Exponential Models

Interpret Expressions for Functions In Terms Of the Situation They Model

5. Interpret the parameters in a linear or exponential function in terms of a context. (F.LE.5)

Geometry

Modeling with Geometry

Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)

Statistics and Probability

Interpreting Categorical and Quantitative Data

Summarize, Represent, and Interpret Data on Two Categorical and Quantitative Variables

6. A. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* (S.ID.6.a)

6. c. fit a linear function for a scatter plot that suggests a linear association. (S.ID.6.c) -Interpret Linear Models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (S.ID.7)

Next Generation Science Standards

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of

constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

Instructional Objectives

Students will be able to:

- Explain the term “function” and identify the set of inputs for the function as the domain and the set of outputs from the function as the range.
- Be familiar with the terminology related to and the use of a 3D solid modeling program in the creation of solid models and technical drawings.
- Differentiate between additive and subtractive 3d solid modeling methods
- Develop and/or use graphical, computer, physical and mathematical models as appropriate to represent or solve problems.
- Fabricate a simple object from technical drawings that may include an isometric view and orthographic projections. U1, U5
- Create three-dimensional solid models of parts within CAD from sketches or dimensioned drawings using appropriate geometric and dimensional constraints. U1, U2
- Generate CAD multi-view technical drawings, including orthographic projections and pictorial views, as necessary, showing appropriate scale, appropriate view selection, and correct view orientation to fully describe a simple part according to standard engineering practice. U1, U2
- Construct a testable prototype of a problem solution. U1, U3
- Analyze the performance of a design during testing and judge the solution as viable or non-viable with respect to meeting the design requirements. U3
- Create a set of working drawings to detail a design project. U1, U2
- Organize and express thoughts and information in a clear and concise manner. U4
- Utilize project portfolios to present and justify design projects. U4
- Use a spreadsheet program to graph bi-variety data and determine an appropriate mathematical model using regression analysis. U1, U7
- Construct a scatter plot to display bi-variety data, investigate patterns of association, and represent the association with a mathematical model (linear equation) when appropriate. U1, U5
- Solve equations for unknown quantities by determining appropriate substitutions for variables and manipulating the equations. U6
- Use function notation to evaluate a function for inputs in its domain and interpret statements that use function notation in terms of a context. U7
- Build a function that describes a relationship between two quantities given a graph, a description of a relationship, or two input-output pairs. U1, U7

- Interpret a function to solve problems in the context of the data. U6, U7
- Interpret the slope (rate of change) and the intercept (constant term) of a linear function in the context of data. U1, U5
- Compare the efficiency of the modeling method of an object using different combinations of additive and subtractive methods. U2

Suggested Activities with PowerPoint Presentations

4.1.P PuzzleDesignChallenge.docx
 4.1.P.RU PuzzleDesignChallengeRubric.docx
 4.1.a.A PuzzlePartCombinations.docx
 4.1.a.A PuzzlePartCombinationsExamples.docx
 4.1.a.A Modeling.pptx
 4.1.a.A PuzzlePartCombinationsExamples.docx
 4.1.b.A GraphicalModeling.docx
 4.1.c.A MathematicalModeling.docx
 4.1.c.A MathematicalModeling.pptx
 4.1.d.A SoftwareModelingIntroductionADDSTEAM.docx
 4.1.e.A SoftwareModelingIntroductionVideo.docx
 4.1.f.A SoftwareModelingIntroductionReference.docx
 4.1.g.A ModelCreation.docx
 4.1.g.A AdditiveSubtractiveModeling.pptx
 4.1.h.A AssemblyConstraints.pptx
 4.1.i.A CreatingDrawingsCAD.pptx
 4.1.j.A Portfolios.pptx
 4.2.A PuzzleCubePackageOptional.docx
 4.2.A.RU PuzzleCubePackage.Rubric.docx

Answer Keys

4.1.a.A.AK PuzzlePartCombinationsAnswerKey.OLD.docx
 4.1.c.A.AK MathematicalModelingAnsKey.docx
 4.1.d.A.AK SoftwareModelingIntroductionADDSTEAMAnswerKey.docx
 4.1.e.A.AK SoftwareModelingIntroductionVideoAnswerKey.docx
 4.1.g.A.AK ModelCreationAnswerKey.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:
 Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.
 Students are also assessed by the activities for each assignment.
 Section 1 is to do the assigned task for each activity.
 Section 2 is to answer questions about what was learned in the activity.
 Some self-assessment and peer assessment are also included.

UNIT V: Geometry of Design

Geometric shapes are found everywhere. Take a moment to analyze products or objects you use every day. Geometric shapes and solids are the basis of these products. Engineers who have a strong understanding of these shapes, solids, and other geometric relationships can help designers develop and create solutions to a variety of problems. As designers progress through the design process and these design solutions are formalized, the level of accuracy and precision in the design specifications must increase. Conceptual sketches are converted to computer models and formal drawings, which include annotations describing the size and characteristics of the design features. A strong understanding of shapes and other geometric relationships is necessary to effectively and efficiently develop these computer and graphic representations. Designers have used Computer Aided Design (CAD) programs for decades to refine ideas and generate images that manufacturers and other professionals can use to make profitable solutions to problems. The development of three-dimensional CAD solid modeling programs has resulted in significant increases in the quality of complex designs while drastically reducing the amount of time needed to produce those designs. Some engineers feel that the development of three-dimensional CAD solid modeling programs has made engineering more engaging and fun not to mention more accurate and precise.

Today's software that employs parametric design functionality requires an understanding of geometric relationships, such as perpendicular, parallel, and tangent. Students will transfer their knowledge of geometric relationships to parametric modeling.

In this lesson students will apply the skills learned in prior units. They will learn how to calculate the area of two-dimensional shapes. Students will also learn how to calculate the surface area, volume, and weight of three-dimensional solids and the interaction of volume and weight to determine material density. Students will also improve their skill in the use of CAD modeling software to enhance their understanding of plane and solid geometry.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (AS.L.1)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Common Core State Standards for Mathematical Practice (HS)

Algebra

Creating Equations

-Create Equations That Describe Numbers or Relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* (A.CED.1)
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .* (A.CED.4)

Reasoning With Equations and Inequalities

-Solve Equations and Inequalities in One Variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A.REI.3)
- 4.b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . (A.REI.4.b)

Geometry

Geometric Measurement and Dimension

-Visualize Relationships Between Two-Dimensional and Three-Dimensional Objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (G.GMD.4)

Modeling with Geometry

-Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).* (G.MG.2)
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).* (G.MG.3)

Standards for Technological Literacy

Students will develop an understanding of the attributes of design.

Students will develop the abilities to use and maintain technological products and systems.

Students will develop an understanding of and be able to select and use information and communication technologies.

Instructional Objectives

Students will be able to:

- Identify types of polygons including a square, rectangle, pentagon, hexagon, and octagon.
- Differentiate between inscribed and circumscribed shapes.
- Identify and differentiate geometric constructions and constraints (such as horizontal lines, vertical lines, parallel lines, perpendicular lines, collinear points, tangent lines, tangent circles, and concentric circles) and the results when applied to sketch features within a 3D solid modeling environment.
- Distinguish between the meanings of the terms weight and mass.
- Define the term “physical property” and identify the properties of length, volume, mass, weight, density, and surface area as physical properties.

- Identify three-dimensional objects generated by rotations of two-dimensional shapes and vice-versa.
- Solve real world and mathematical problems involving area and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, right prisms, cylinders, and spheres. U1, U2
- Create three-dimensional solid models of parts within CAD from sketches or dimensioned drawings using appropriate geometric and dimensional constraints and model features. U1, U3
- Measure mass with accuracy using a scale and report the measurement using an appropriate level of precision. U2
- Measure volume with accuracy and report the measurement with an appropriate level of precision. U2
- Calculate a physical property indirectly using available data or perform appropriate measurements to gather the necessary data (e.g., determine area or volume using linear measurements or determine density using mass and volume measurements). U2
- Solve volume problems using volume formulas for rectangular solids, cylinders, pyramids, cones, and spheres. U2
- Use physical properties to solve design problems (e.g., design an object or structure to satisfy physical constraints or minimize cost). U2
- Assign a specific material (included in the software library) to a part and use the capabilities of the CAD software to determine the mass, volume, and surface area of an object for which a 3D solid model has been created.
- Assign a density value to a new material (not included in the software library) and apply the material to a 3D solid model within CAD software in order to determine the physical properties of the object.

Suggested Activities with PowerPoint Presentations and PDF's

5.0.KT KeyTerms.docx
 5.1.A CalculatingPropertiesShapes.docx
 5.1.A GeometricShapesArea.pptx
 5.2.a.A Geometric Constraints.docx
 5.2.a.A.SR GeometricConstraints.idw
 5.2.b.A IntroductionToCADModelingSkills.docx
 5.2.A WorkPointsAxesPlanes.pptx
 5.2.b.A.SR AutomobloxT9DimDwgs.docx
 5.3.A DeterminingDensity.docx
 5.3.A.SR DensityUseCommonMaterialsChart.docx
 5.3.A.SR DeterminingDensityDelrinBallMcMasterCarr0.pdf
 5.3.A.SR DeterminingDensitySteelBallMcMasterCarr02.pdf

5.3.A.SR DeterminingDensityTitaniumMcMasterCarr01 .pdf
5.3.A.SR DeterminingDensityWoodDensities.pdf
5.4.A CalculatingPropertiesSolids.docx
5.4.A PropertiesGeometricSolids.pptx
5.5.a.A CADModelFeatures.docx
5.5.A.b CADModelFeatures.docx
5.6.A .PhysicalPropertyAnalysis.docx
5.6.A PhysicalPropertyAnalysis.pptx
5.7.A InstantChallengeChoremaster.docx

Answer Keys

5.1.A.AK CalculatingPropertiesShapesAnsKey.docx
5.3.A.AK DeterminingDensityAnsKey.docx
5.4.A.AK CalculatingPropertiesSolidsAnsKey.docx
5.6.A.AK PhysicalPropertyAnalysisAnsKey.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:
Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.
Students are also assessed by the activities for each assignment.
Section 1 is to do the assigned task for each activity.
Section 2 is to answer questions about what was learned in the activity.
Some self-assessment and peer assessment are also included.

UNIT VI: Reverse Engineering

Reverse Engineering is an important process in the documentation and redesign of products. Through reverse engineering all aspects of a product can be analyzed. There are many reasons to reverse engineer a product. The information gathered during this process can provide information on products for which documentation has been lost. Reverse engineering can help the designer or team determine what they can do to make the product better and optimize manufacturing potential to increase company profits. Often, reverse engineering is necessary in order to provide details necessary to provide interoperability between existing and new products or to provide information on competitor products.

The process of Reverse Engineering involves analyzing the product's function, structure, and visual elements. In this unit, students will get an opportunity to assess all three aspects of a product.

Visual design principles and elements constitute a language that can be used to describe any object without reference to its function or formal title. It is important for engineers, as well as other design professionals, to have an understanding of visual design principles and elements in order to control the visual impact of the products and spaces that they create. Students will learn the basic terminology essential to the understanding of the visual language of design in order to communicate what they see and design visually impactful products.

Students will perform a functional analysis through non-destructive methods of observation – the product under investigation will remain intact. As part of the functional analysis students will then generate hypotheses of the sequential operations of their products, and identify the inputs and outputs that are indicative of those systems.

As a final step in the reverse engineering process, students will physically disassemble a product and document the constituent parts, their properties, and their operation with the intent of providing students with a better understanding of the product's strengths, weaknesses and the manufacturing processes used in manufacturing.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (AS.W.1)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Standards for Technological Literacy

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving. Students will develop the abilities to use and maintain technological products and systems.

Instructional Objectives

- Students will be able to:
- Identify and describe the visual principles and elements of design apparent in a natural or man-made object.
 - Describe the process of reverse engineering.

- Explain the various reasons to perform reverse engineering including discovery, documentation, investigation, and product improvement.
- Explain how the visual elements and principles of design affect the aesthetics and commercial success of a product.
- Perform a functional analysis of a product in order to determine the purpose, inputs and outputs, and the operation of a product or system.
- Perform a structural analysis of a product in order to determine the materials used and the form of component parts as well as the configuration and interaction of component parts when assembled (if applicable).
- Select and utilize technology (software and hardware) to create high impact visual aids.

Suggested Activities

6.0.KT KeyTerms.docx
 6.1.A VisualPrinciplesElementsID.docx
 6.1a.A VisualPrinciplesElementsMatrixTemplate.docx
 6.1.A ElementsPrinciplesofDesign.pptx
 6.1a.A.SR VisualPrinciplesElementsMatrixExample.docx
 6.2.A VisualAnalysisAutomoblox.docx
 6.2.A VisualAnalysisALTERNATE.docx
 6.3.A FunctionalAnalysisAutomoblox.docx
 6.3.A FunctionalAnalysisALTERNATE.docx
 6.3.A ReverseEngineering.pptx
 6.3.A SimpleMachinesOPTIONAL.pptx
 6.3.A.SR ProductObservationExample.docx
 6.4.A StructuralAnalysisAutomoblox.docx
 6.4.A.SR ProductDisassemblyChart.docx
 6.4.A.SR ProductDisassemblyMaterialUsageChart.docx
 6.5.P ProductReverseEngineeringPresentation.docx
 6.5.P.RU ProductReverseEngineeringPresentationRubr.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:
 Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.

Section 2 is to answer questions about what was learned in the activity.

Some self-assessment and peer assessment are also included.

UNIT VII: Documentation

Effective communication of ideas and information has been a goal of humans since the beginning of time. There is evidence that even cavemen used symbols and drawings to convey and preserve information or ideas. These cave drawings have survived for centuries, but the message and intent of the drawings are unclear when people try to interpret them today. Varied interpretations of the same drawing have been made, ranging from an artistic attempt to a record of everyday life.

During the Industrial Revolution, early documentation of manufactured parts consisted of varying pictorial drawings with only a few dimensions. This method was adequate when a small group or an individual made all of the parts for the entire product. Verbal communication or personal knowledge was used to fill in the blanks. Manufacturing began to expand as companies started to specialize in different areas. Now, parts of machines are being created by different people in different companies, in different states, and eventually in different areas of the world. These individuals working in isolation do not understand how the parts that were being used will function in the overall project. The result is that many of the finished parts do not function properly. The solution was the development of standards that govern how the design of parts are dimensioned and tolerance in order to communicate effectively. These standards were developed from common, acceptable practices and continue to evolve to this day.

The drafting, dimensioning, and tolerance standards are a design language that allow designers too clearly and accurately communicate their ideas about form and function to people all over the world, regardless of what language they speak. It is important that everyone involved with the design process understands the proper documentation of technical drawings to insure that the design will achieve its full potential. Mistakes to technical drawings could be costly for a company and result in a loss of profit which could cost people jobs. Drafting standards are a language all their own. It is a language that every designer must understand and become fluent in using.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Common Core State Standards for Mathematical Practice (HS)

Number and Quantity

Quantities

-Reason Quantitatively And Use Units To Solve Problems.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (N.Q .3)

Geometry

Geometric Measurement and Dimension

-Visualize Relationships Between Two-Dimensional and Three-Dimensional Objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (G.GMD.4)

Modeling with Geometry

-Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)

3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).* (G.MG.3)

Standards for Technological Literacy

Students will develop an understanding of the core concepts of technology.

Students will develop an understanding of the attributes of design.

Students will develop the abilities to apply the design process.

Students will develop the abilities to use and maintain technological products and systems.

Students will develop an understanding of and be able to select and use information and communication technologies.

Next Generation Science Standards

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

Instructional Objectives

Students will be able to:

- Hand sketch a scaled full or half section view in the correct orientation to fully detail an object or part given the actual object, a detailed verbal description of the object, a pictorial view of the object, or a set of orthographic projections.
- Generate section views using CAD according to standard engineering practice.
- Dimension a section view of a simple object or part according to a set of dimensioning standards and accepted practices.
- Annotate (including specific and general notes) working drawings according to accepted engineering practice. Include dimensioning according to a set of dimensioning rules, proper hole and thread notes, proper tolerance annotation, and the inclusion of other notes necessary to fully describe a part according to standard engineering practice.
- Create specific notes on a technical drawing to convey important information about a specific feature of a detailed object, and create general notes to convey details that pertain to information presented on the entire drawing (such as units, scale, patent details, etc.).
- Model and annotate (with a hole note) through, clearance, blind, counter bore, and countersink holes.
- Compare the effect of chain dimensioning and datum dimensioning on the tolerance of a particular specified dimension.
- Determine the specified dimension, tolerance, upper limit, and lower limit for any given dimension and related tolerance (or any distance that is dependent on given dimensions) shown on a technical drawing.
- Determine the allowance between two mating parts of an assembly based on dimensions given on a technical drawing.
- Identify the type of fit given a drawing, a description, or a physical example of two mating parts.
- Create assemblies of parts in CAD and use appropriate assembly constraints to create an assembly that allows correct realistic movement

among parts. Manipulate the assembly model to demonstrate the movement.

- Create a CAD assembly drawing. Identify each component of the assembly with identification numbers and create a parts list to detail each component using CAD.
- Analyze information gathered during reverse engineering to identify shortcoming of the design and/or opportunities for improvement or innovation.
- Define and justify a design problem and express the concerns, needs, and desires of the primary stakeholders.
- Present and justify design specifications, and clearly explain the criteria and constraints associated with a successful design solution.
- Write a design brief to communicate the problem, problem constraints, and solution criteria.
- Support design ideas using a variety of convincing evidence.
- Jointly develop a decision matrix based on accepted outcome criteria and constraints.
- Clearly justify and validate a selected solution path.
- Create a set of working drawings to detail a design project.

Suggested Activities

7.0 KeyTerms.docx

7.1.A MoreDimensioning.docx

7.1.A DimensioningStandards.pptx

7.2.A SectionViews.docx

7.2.A AlternateViews.pptx

7.2.A HolesHoleNotes.pptx

7.3.A Tolerances.docx

7.3.A Tolerances.pptx

7.4.A AssemblyModels.docx

7.4.A AssemblyConstraintsLINKTOUNIT4FILE.pptx

7.4.A Documentation.pptx

7.5.P EngineeringDocumentationAutomoblox.docx

7.5.P EngineeringDocumentationALTERNATE.docx

7.6.A DesignBriefApollo13.docx

7.6.A WritingDesignBrief.pptx

7.6.A2 WritingProblemStatement.pptx

7.6.A1 CriteriaConstriaints.pptx

7.6.a.A.SR DesignBriefExample.docx

7.7.B AutomobloxProductEnhancement.docx

7.7.B.SR DesignBriefTemplate.docx

7.7.P.SR DecisionMatrixTemplateExcel.xlsx

7.7.B.SR DecisionMatrixTemplateWord.docx

7.7.a.B ProductImprovementALTERNATE.docx

7.7.B DecisionMatrix.pptx

7.7.B TechnicalWritingOPTIONAL.pptx

Answer Keys

7.1.A.AK MoreDimensioningAnsKey.docx

7.2.A.AK SectionViewsAnsKey.docx

7.3.A.AK TolerancesAnsKey.docx

7 6 A AK DesignBriefApollo13EXAMPLE.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:
Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.

Section 2 is to answer questions about what was learned in the activity.

Some self-assessment and peer assessment are also included.

UNIT VIII: Advanced Computer Modeling

Parameters-based computer modeling programs utilize the powerful mathematical capabilities of computers to store, maintain, modify, and update vast quantities of information. CAD solid modeling software bridge design intent and the resulting geometry by giving an engineer an opportunity to establish design parameters. Parameters establish the relationships between the geometric elements of a design and allow the computer to make significant modifications to multiple areas of a design simultaneously. This is what separates a solid modeling program from simpler CAD programs. Coupled with the ability to share design information through the internet with teammates and customers across the world, parameter-based computer modeling has proven itself to be a significant design tool.

Most devices are comprised of several components that work together. CAD solid modeling programs allow designers to simulate the interactions between the components of a design to forecast how the design will behave when it is actually manufactured. Students will use the computer to determine if interferences exist between assembled components. Once students have experienced assembling models, they may animate the models by driving their assembly constraints to verify the models' functional characteristics. Students may also learn how to use algebraic equations to drive multiple constraints simultaneously.

It is important that the parallels between CAD operations and manufacturing operations be identified as students learn how objects are created in a virtual environment. After all, designing a virtual object that cannot be built is a major problem.

This unit presents many of the 3D functions used to develop individual and assembly CAD solid models. Students will use these modeling skills to develop their design solutions to various projects and problems throughout the rest of the course. The goal of this lesson is to provide an opportunity for students to acquire the knowledge and experience to effectively utilize CAD as a design tool in an engineering design process.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Conventions of Standard English

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)
Standards for Technological Literacy

Students will develop an understanding of the attributes of design.
Students will develop an understanding of engineering design.
Students will develop the abilities to apply the design process.
Students will develop the abilities to use and maintain technological products and systems.
Students will develop an understanding of and be able to select and use information and communication technologies.

Common Core State Standards for Mathematical Practice (HS)

Algebra

Creating Equations

-Create Equations That Describe Numbers or Relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* (A.CED.1)
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A.CED.2)

Reasoning With Equations and Inequalities

-Solve Equations and Inequalities in One Variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A.REI.3)

Functions

Linear, Quadratic, and Exponential Models

-Interpret Expressions for Functions In Terms Of the Situation They Model

5. Interpret the parameters in a linear or exponential function in terms of a context. (F.LE.5)

-Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)

Instructional Objectives

Students will be able to:

- Identify, define, and explain the proper use of an auxiliary view in technical drawing.
- Use advanced modeling features to create three-dimensional solid models of complex parts and assemblies within CAD and with little guidance given the actual part using appropriate geometric and dimensional constraints.
- Formulate equations and inequalities to represent relationships between quantities.
- Using a CAD application, create relationships among part features and dimensions using parametric formulas.
- Create an exploded assembly view of a multiple-part product. Identify each component of the assembly with identification numbers and create a parts list to detail each component using CAD.
- Perform a peer review of technical drawings and offer constructive feedback based on standard engineering practices.

Suggested Activities

8.0.KT KeyTerms.docx
8.1.P ModelButtonMaker.docx
8.1a.A MiniatureTrainOPTIONAL.docx
8.1b.A MiniatureTrainChangeOrdersOPTIONAL.docx
8.2.A ParametricConstraints.docx
8.2a.A ParametricConstraintsPractice.docx
8.2.A ParametricModeling.pptx
8.3.A AuxiliaryViews.docx(OPTIONAL)
8.3.A AuxiliaryViews.pptx
8.4.A WorkingDrawingsButtonMaker.docx
8.4a.A WorkingDrawingsMiniatureTrain.docx
8.4.A ExplodedCADAssemblyModels.pptx
8.6.A AnimatingAssemblyModelsExportingVideo.pptx

Answer Keys

8.2. A.AK ParametricConstraintsAnswerKey.docx
8.2a.A.AK ParametricConstraintsPracticeAnsKey.docx
8.3.A.AK AuxiliaryViewsAnsKey.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:

Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.

Section 2 is to answer questions about what was learned in the activity.

Some self-assessment and peer assessment are also included.

UNIT IX: Design Team

Design teams are increasingly separated by distance. This is driven by many reasons, including remaining competitive in an increasingly globalized economy and reducing expense and lost time due to travel. This separation requires a different approach than a design team who can meet face to face. In this unit you will learn and practice processes to solve a design problem with a geographically separate team.

The next time that you walk into a building, understand that the roof remains safely over your head because an engineer designed it and the final product was inspected to confirm that the construction met the design requirements. The same is true when you drive in a car, fly in an airplane, or consume food. Engineers create products that affect public safety and well-being. Because of this engineers have a high level of responsibility to society and require adherence to high ethical standards. In this unit students will experience shared decision-making as they investigate different materials, manufacturing processes, and the short and long term impacts that their decision-making may have on society or potentially on the world.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; Cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (AS.R.2)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (AS.R.3)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (AS.R.8)
10. Read and comprehend complex literary and informational texts independently and proficiently. (AS.R.10)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (AS.W.1)
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Common Core State Standards for Mathematical Practice (HS)

Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).* (G.MG.3)

Standards for Technological Literacy

Students will develop an understanding of the core concepts of technology.

Students will develop an understanding of the cultural, social, economic, and political

Students will develop an understanding of the effects of technology on the environment.

Students will develop an understanding of the attributes of design.

Students will develop an understanding of engineering design.

Students will develop the abilities to apply the design process.

Students will develop the abilities to use and maintain technological products and systems.

Students will develop an understanding of and be able to select and use information and communication technologies.

Next Generation Science Standards

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

Instructional Objectives

Students will be able to:

- Identify and describe the steps of a typical product lifecycle (including raw material extraction, processing, manufacture, use and maintenance, and disposal).
- Identify and explain how the basic theories of ethics relate to engineering.
- Identify team member skill sets needed to produce an effective team.
- Define the term group norms and discuss the importance of norms in creating an effective team environment.
- Identify the advantages and disadvantages of virtual design teams compared to traditional design teams.
- Assess the development of an engineered product and the impact of the product on society and the environment.
- Utilize research tools and resources (such as the Internet; media centers; market research; professional journals; printed, electronic, and multimedia resources; etc.) to validate design decisions and justify a problem solution.
- Summarize key ideas in information sources including scientific and engineering texts, tables, diagrams, and graphs.
- Deliver organized oral presentations of work tailored to the audience.
- Organize and express thoughts and information in a clear and concise manner.
- Participate on a virtual team using remote collaboration tools to support team collaboration and problem solving.
- Identify appropriate technology to support remote collaboration among virtual design team members (such as asynchronous communications, audio and video conferencing, instant messaging, synchronous file editing, and file transfer).
- Demonstrate positive team behaviors and contribute to a positive team dynamic.

- Contribute equitably to the attainment of group goals based on assigned roles.
- Practice appropriate conflict resolution strategies within a team environment.
- Identify an appropriate mode of two-way communication based on the audience and intended goal of the communication.
- Use an appropriate and professional tone and vernacular based on the audience of the correspondence.
- Document correspondence and conversations in an accurate and organized manner. U8
- Create and utilize a Gantt chart to plan, monitor, and control task completion during a design project.
- Adjust voice and writing style to align with audience and purpose.
- Deliver organized oral presentations of work tailored to the audience.

Suggested Activities

9.0.KT KeyTerms.docx
 9.1.A ProductLifecycleRecycle.docx
 9.1.A GlobalHumanEthicalImpacts.pptx
 9.1.A.RU ProductLifecycleRecycleRubric.docx
 9.2.B DesignEthicsDesignBrief.docx
 9.2a.B.SR DesignEthicsDesignBriefSample.docx
 9.3.P VirtualDesignChallenge.docx
 9.3.P GanttChart.pptx
 9.3.P Teamwork.pptx
 9.3.a.A.i VirtualDesignBrief.CoffeeShop.docx
 9.3.a.A.ii VirtualDesignBrief.SpeakerSupport.docx
 9.3.a.A.iii VirtualDesignBrief.AntiqueGoblet.docx
 9.3.a.A.iv VirtualDesignBriefHappyMealToy.docx
 9.3.a.A.v VirtualDesignBriefWoodenMechanical.docx
 9.3.a.A.vi VirtualDesignBriefLockerOrganizer.docx
 9.2b.B.SR DesignEthicsDesignBriefTemplate.docx
 9.3.b.A.RU VirtualTeamingRubric.docx
 9.3.c.A DesignProjectTallySheet.docx
 9.3.d.A PeriodicTeammateTenPointEvaluation.docx
 9.3.e.A PeriodicSelfEvaluation.docx
 9.3.f.A.RU EngineeringNotebookRubric.docx
 9.3.g.A EngineeringNotebookEvaluationItemized.docx
 9.3.h.A EngineeringNotebookEvaluationBlank.docx
 9.3.i.A SummaryPresentationEvaluation.docx
 9.3.j.A TeammatePerformanceSummary.docx
 9.3.k.A.RU DetailDrawingRubric.docx
 9.3.l.A DecisionMatrixTemplateWord.docx
 9.3.m.A DecisionMatrixTemplateExcel.xlsx
 9.4.A TeamNorms.docx

9.5.A ProductResearch.docx

9.5.a.A ProductResearchSample.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:

Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.

Section 2 is to answer questions about what was learned in the activity.

Some self-assessment and peer assessment are also included.

UNIT X: Design Challenge

As time and technology have advanced, the process of designing products has become quicker, more precise, and more efficient, which enables changes to be made when needed. The process for getting a concept to a marketable solution is also being completed with higher quality and in far less time.

The design of solutions to problems is sometimes completed in teams. These teams work together, constantly communicating with each other, to create the desired product. The team may receive a problem and then must create a solution with very few constraints. This allows teams to think outside the box and use their imagination. The process of deriving solutions to these problems will vary from team to team. Designs are usually presented to supervisors or board members, and a single solution is then chosen.

In this unit students will work in teams of two. They will choose a problem from a list of design briefs and create a solution to the problem. Each team will apply the design process steps in the development of their solution. Students will work together as a product design team to create a solution to their chosen problem. The design challenges are written up in such a way that teams will experience a design work environment. Design challenges include redesigning a fluid power system, designing an executive desk set, as well as others. Students will then make plans to market their solution to the company.

Standards Addressed

Common Core State Standards for English Language Arts

Reading

Text Types and Purposes

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
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Common Core State Standards for Mathematical Practice (HS)

Apply Geometric Concepts in Modeling Situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* (G.MG.1)
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).* (G.MG.3)

Standards for Technological Literacy

Students will develop an understanding of the core concepts of technology.

Students will develop an understanding of the attributes of design.

Students will develop an understanding of engineering design.

Students will develop the abilities to apply the design process.

Student will develop the abilities to use and maintain technological products and systems.

Students will develop an understanding of and be able to select and use information and communication technologies.

Next Generation Science Standards

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

Instructional Objectives

Students will be able to:

Identify the steps in an engineering design process and describe the activities involved in each step of the process.

Develop and document an effective solution to a problem that meets specific design requirements. U1

Document and describe the design process used in the solution of a problem and reflect on all steps of the design process.

Suggested Activities

10.1.P DesignChallenges.docx

10.1.P.RU DesignChallengesRubric.docx

10.1. P.SR DecisionMatrixTemplateExcel.xlsx

10.1.P.SR DecisionMatrixTemplateWord.docx

Suggested Assessment

Assessment throughout all units are consistent with the following:

Assessment consists of Real Time corrective assessment of work in progress for individuals and small groups.

Students are also assessed by the activities for each assignment.

Section 1 is to do the assigned task for each activity.
Section 2 is to answer questions about what was learned in the activity.
Some self-assessment and peer assessment are also included.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1f

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Physical Education

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Physical Education

Background/Rationale: The course description presented here communicates the essence of a high-quality high school physical education experience. The content articulates the knowledge; skills and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns. This course was developed using the CA Physical Education Model Content standards which affirm the standing of physical education as an academic content area. The course highlights that participation in physical activity is not the same as learning the content in physical education. In this course students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making to enhance successful participation in movement activities.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Physical Education

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer, Iris Taylor,
Assistant Superintendent for Curriculum &
Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

**Physical Education
PFF200, PFS200**

Segment	High School
Length of Course	One Year
Developed by	Physical Education Teachers
First Edition	<i>Fall, 2015</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Physical Education PFF200, PFS200

SECTION ONE — GENERAL INFORMATION

Course Description

The course description presented here communicates the essence of a high-quality high school physical education experience. The content articulates the knowledge; skills and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

This course was developed using the CA Physical Education Model Content standards which affirm the standing of physical education as an academic content area. The course highlights that participation in physical activity is not the same as learning the content in physical education. In this course students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making to enhance successful participation in movement activities. Education Code Section 33352 (b)(7) lists eight content areas required for high school physical education, which provides a wide variety of physical activities necessary to develop the skills and knowledge essential to an individual for the selection of lifetime pursuits. The eight content areas are:

- Effects of physical activity upon dynamic health
- Mechanics of Body Movement
- Aquatics
- Gymnastics and Tumbling
- Individual and Dual sports
- Rhythms and Dance
- Team Sports
- Combatives

All eight content areas should be taught and assessed for student learning. With adequate instruction and sustained effort, every student should be able to achieve the CA Physical Education Model Content Standards; however, some students with special needs may require appropriate accommodations, adaptations, or modifications to meet the standards.

California Physical Fitness testing is required for all 9th grade students

Fitnessgram is a comprehensive fitness assessment battery of health-related items that are scored using criterion-referenced standards for youth. It includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition. These standards are age and gender specific and are established based on how fit children need to be for good health. This assessment is a national assessment.

Fitnessgram is also a report card that summarizes the child's performance on each component of health-related fitness. Fitnessgram can be used by students in planning their personal fitness programs; teachers can use it to determine student needs and help guide students in program planning; and parents can use it to help them understand their child's needs and help the child plan a program of physical activity.

During the months of February, March, April or May, students in grades 5, 7 and 9 will undergo the physical fitness testing designated by the State Board of Education (*EC 60800; 5 CCR 1041*). A trained, credentialed physical education teacher or designee must administer the Fitnessgram test. Although it is expected that students' 3-12th grade in a physical education class will be tested for student feedback and planning according to the California Physical Education Content Standards. Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents twice a year (Once by October 30 and the final by June 1). Results will also be included in each school's School Accountability Report Card (SARC) reporting.

Students in high school must pass at least five of the six components of the Fitnessgram in order to qualify for a two-year physical education exemption. The term "passing" refers to meeting the Healthy Fitness Zone of the six components of Fitnessgram. If a student passes at least five of six components they may choose to take their second year of physical education anytime during grades ten to twelve. All freshmen are required to take a physical education class. If a student does not pass at least five of six components they must stay in a physical education until they at least five out of six. (*EC Section 51241 [b][1]*). This requirement does not stop a student from graduating high school. Students are still required to earn 20 credits in physical education per graduation requirements.

RATIONALE

Research confirms that students perform better in school when they are emotionally and physically healthy. They miss fewer classes, are less likely to engage in risky or antisocial behavior, concentrate more and attain higher test scores. Unfortunately, too many students go to class in less-than-optimal health.

A comprehensive physical education system that will prepare every student for a lifelong commitment to physical activity, health, and well-being and supports in the following manner:

- Contributes to overall good health
- Develops fundamental and advanced motor skills
- Improves students' self-confidence
- Provides opportunities for increased levels of physical fitness that are associated with high academic achievement
- Builds independence, self-control, and resilience
- Develops positive social skills
- Facilitates setting and striving for personal achievable goals
- Builds leadership and cooperation skills
- Fosters responsibility for academic performance

To achieve the benefits of a comprehensive physical education program, all students must be given sufficient opportunities to attain the physical education learning standards at each grade and course level. California law clearly establishes the priority of physical education instruction. Education Code Section 51210 requires schools to provide a minimum of 200 minutes of physical education every 10 school days for students in grades one through six.

Education Code Section 51222 requires schools to provide a minimum of 400 minutes of physical education every 10 school days for students in grades seven through twelve. (Please see California Physical Education Framework, Chapter 1, pg. 5 & 6 as well as Appendix A for selected statutes and regulations related to physical education.)

COURSE GOALS

Upon completion of this course, students will be able to:

- Engage in systemic exercise and play activities and demonstrate increased strength, vigor, endurance, speed, balance, agility, coordination, flexibility, relaxation, and posture
- Demonstrate fundamental skills in aquatics, gymnastics, rhythmic, individual, dual, and team sports, and other activities
- Exhibit a comprehensive knowledge of rules, techniques, and strategies in all activities
- Develop interest and enjoyment in many activities which lead to constructive use of leisure time
- Demonstrate understanding of essential safety skills and the ability to handle the body skillfully in a variety of situations
- Establish good health habits, practices, attitudes
- Develop acceptable social standards, appreciations, and attitudes as a result of participation in many activities
- Develop interest and enjoyment in carryover skills and activities which can be utilized through life to continue personal, social, moral, and physical development

- Develop the ability to accept the challenge of competition with themselves as well as the competitive challenge from others

COURSE STANDARDS

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

HIGH SCHOOL COURSE 2

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/ tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL MATERIALS

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- (All other materials are embedded in each unit)

SUPPLEMENTARY MATERIALS:

- (All other materials are embedded in each unit)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

It is suggested for units three through eight to cover these units in a three to four week period. Units one and two are to be combined in other units through out the entire year.

TEACHER RESOURCES

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- EPEC - Exemplary Physical Education Curriculum
- (All other materials are embedded in each unit)

RECOMMENDED STUDENT RESOURCES

- (All other materials are embedded in each unit)

SECTION TWO — COURSE UNITS

UNIT I: EFFECTS OF PHYSICAL ACTIVITY UPON DYNAMIC HEALTH

DESCRIPTION:

Understanding the role of physical activity in the prevention of disease enables students to see the connections between current physical lifestyle habits and future health care costs. Students continue to participate in enjoyable and challenging activities at a moderate to vigorous level for a minimum of four days a week. The activities address the five components of health-related fitness. To expand on the variety of activities in which they participate, students identify available fitness resources in the community.

Throughout the year students are assessed through scientifically based health-related physical fitness assessments to determine whether they meet health-related fitness performance standards. Students set goals based on the outcome of those assessments and develop and implement monthly personal fitness plans. By the end of the course, students meet the minimum health standards on a scientifically based health-related physical fitness assessment.

Looking toward the future, students learn to transfer their knowledge of fitness to real-world situations. They identify the physical fitness requirements of future occupation choices (see appendix K). They also analyze consumer physical fitness products and programs for use in their future fitness plans. Finally, now that students are older and more mature, they learn the inherent risks associated with activities in extreme environments.

In addition this course addresses self-responsibility, social interaction, and group dynamics. In this course, students evaluate their psychological responses to physical activity. They set goals and then describe the positive feelings they experience from successful participation in physical activity. They share the responsibility for creating and maintaining a physically and emotionally safe and nonthreatening environment for all. And finally, they act independently and ignore negative peer pressure during physical activity.

By the end of this course, students discuss the changing psychological and sociological needs of a diverse society in relations to physical activity. They understand that physical activity is universal, and all cultures around the world perform physical activities. Through participation in activities from different parts of the world, students gain greater insights into the history and traditions of different cultures. Students extend this learning to social interaction and cooperation at home as well as in their future workplace.

Students learn that each group member brings different strengths and abilities and that it is important for the group to identify and utilize the strengths of each member to be

successfully in physical activities. They understand that success can be achieved only when students cooperate and interact positively with others.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

HIGH SCHOOL COURSE 2

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and

- preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
 - 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
 - 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.6 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- participate in moderate to vigorous physical activity at least four days each week.
- participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness while using the principles of exercise to meet individual needs and interests.
- meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- set and adjust fitness goals to improve or maintain healthy fitness levels based on physical fitness test results.
- improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- identify the physical fitness requirements of an occupation.
- develop and implement a one-month personal physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- analyze consumer physical fitness products and programs and explain how to evaluate consumer physical fitness products and programs.
- explain the inherent risks associated with physical activity in extreme environments.
- identify, evaluate and list availability and quality of fitness resources in the community.
- explain the role of physical activity in the prevention of disease and the reduction of health care costs.

- accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- act independently of negative peer pressure during physical activity.
- identify and evaluate personal psychological responses to physical activity.
- describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- develop personal goals to improve one's performance in physical activities.
- discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- recognize the value of physical activity in understanding multiculturalism.
- recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- identify and utilize the potential strengths of each individual in physical activities.
- justify the use of particular physical activities to achieve desired fitness goals.
- develop and implement an appropriate personal physical fitness program for a family or community member.
- identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.
- examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- evaluate the psychological benefits derived from regular participation in physical activity.
- explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- evaluate and refine personal goals to improve performance in physical activities.
- identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.
- identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- encourage others to be supportive and inclusive of individuals of all ability levels.

SUGGESTED ACTIVITIES:

- Cardiorespiratory Activities
 - interval training for running
 - tag games
 - endurance run

- stations
- aerobics
- dance
- walking
- locomotor movements
- Muscular Endurance
 - resistance training
 - stations
 - soccer
 - ultimate Frisbee
 - rugby
 - tag games
 - body weight exercises
- Muscular Strength
 - stations
 - weight lifting
 - body weight exercise
 - resistance bands
 - non-traditional weight lifting
 - core training
- Flexibility
 - yoga
 - static stretching
 - dynamic stretching
- Body composition
 - non-sedentary movements
- Principles of Safety
- Muscle groups
- Physical Fitness Testing (Fitnessgram)
- Explain the inherent risks associated with physical activity in extreme environments.
 - Teacher explains inherent risks of physical activities in some environments.
 - desert - high temperatures
 - mountains - low temperatures and high altitude (less oxygen)
 - ocean - riptides
 - Students conduct research on an extreme environment in California
 - Students create a written report based on their research on the inherent risks associated with the selected environment.
- Identify and list available fitness resources in the community
 - Teacher provides the opportunity to use the Internet for physical education instruction.
 - The web site <http://www.cdc.gov/bam> provides information on physical activities students might enjoy

- Students conduct an Internet search to find appropriate resources in their community for the physical activities that interest them. For those without Internet access, the activity can be completed using community directories.
 - Students compile a list of resources for review and feedback by the teacher
- Explain the role of physical activity in the prevention of disease and the reduction of health care costs
 - Teacher provides students with an opportunity to research a topic related to physical education.
 - The school's librarian can assist the students with finding materials in the school library/media center and on the internet.
 - Students create a written report based on their research.

SUGGESTED ASSESSMENTS:

- Describe your current physical fitness levels based on the Fitnessgram. Relate and apply how you will pursue your on-going fitness levels beyond physical education class. Use specific examples.
- Analyze movement using principles of resistance
- Create and implement individualized fitness plan applying the components of fitness (cardiorespiratory, muscle strength, muscle endurance, flexibility and body composition), the FITT principles of training (overload, progression, specificity, and regularity)
- Assess personal fitness, compare personal fitness data to health standards and set goals of maintenance and improvement
- Students conduct an Internet search to find appropriate resources in their community for the physical activities that interest them. For those without Internet access, the activity can be completed using community directories. Students compile a list of resources for review and feedback by the teacher. Analyze body types related to age, gender, groups and fitness levels.
- Select a leisure time physical activity and identify opportunities in the community to participate in this activity.
- Describe historical trends in fitness participation and activities that have had an impact on current physical education and sports.
- Fitness Technology: Heart rate monitors, pedometers, accelerometers, student made videos, computer software.
- Nutrition: Daily food log, analysis of food labels, tracking of current diet, goals and plans for improvement.
- Explain the inherent risks associated with physical activity in extreme environments.

RESOURCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- EPEC, Exemplary Physical Education Curriculum
- Fitnessgram Test Manual
- Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics
- Moving for Life: The Kendall/Hunt Essentials of Physical Education - Student Text (Essentials of Physical Education Program) Hardcover– April, 1991 by Gary B. Spindt(Author), [William H. Monti](#)(Author), [Betty F. Hennessy](#)(Author)& [1 more](#)

Internet:

- App: Tabata Pro, sworkit, my fitness pal

UNIT II: MECHANICS OF BODY MOVEMENT

DESCRIPTION:

This unit is designed to assist students in evaluating body movement to improve performance in all physical education activities. Students will analyze the body mechanics related to leverage, force, inertia, rotary motion, opposition, buoyancy, speed, power, agility, coordination, reaction time, and balance.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.8 Analyze consumer physical fitness products and programs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- 3.5 Develop personal goals to improve one's performance in physical activities.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- understand the training and conditioning practices needed to improve skill acquisition and performance.
- maintain equilibrium in relation to the force of gravity in a variety of activities.
- recognize their own strength's and weaknesses through feedback from proprioception, from others, and the performance of complex movement activities.
- explain the use of the principles of biomechanics and apply the principles to achieve maximum performance in combatives, gymnastics/tumbling, team activities, individual/dual activities, rhythm/dance, and aquatics.

SUGGESTED ACTIVITIES:

- Aquatics prone float: students will analyze buoyancy
- Team Sports throwing a football: students will analyze the physics of force, velocity, and parabolic arc, in order to perfect outcome
- Individual/Dual weight training: analyze movements using principles of resistance
- Rhythm/Dance skipping: demonstrate coordination while moving to a rhythmic beat
- Combatives self-defense block: analyze the principles of inertia
- Gymnastics/Tumbling handstand: analyze the ability to maintain equilibrium in relation to the force of gravity
- The teacher or students can act out a principle and the class has to figure out what biomechanics principle is being displayed.

SUGGESTED ASSESSMENT:

- Written assessment on the knowledge of the principles of biomechanics and associated terminology.

- Produce a video explaining and demonstrating the correct biomechanics techniques of an activity of their choice.
- Peer evaluation to identify biomechanics that are used in a performance
- Pick three activities and write a paragraph for each that explains how various principles of biomechanics apply within that activity.
- Students can use self-check sheets to evaluate biomechanics.

RESOURCES:

Texts

- The Biomechanics of Sports Techniques by James G. Hay
- Understanding Motor Development by David L. Gallahue and John C. Ozmun
- Physical Activity and Sport for the Secondary School Student by Neil J. Dougherty
- PE Framework from CDE

UNIT III: AQUATICS

DESCRIPTION:

This unit involves stroke instruction, cardiovascular workouts, water safety skills, team building activities, and a variety of other water games and sports.

- Elementary swimming skills (i.e. flutter kick, floating (prone and supine), bobbing, back stroke, freestyle, underwater swimming, blowing bubbles, treading water, diving, safe entry (ladder, side of pool),
- Water safety-
- Survival swimming

If a swimming pool is unavailable, students still learn water-safety skills (e.g., swim parallel to the coast when caught in a riptide) and dry-land strokes. However, dry-land instruction does not ensure that a student knows how to swim in the water.

Understanding the three areas (biomechanics, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in aquatics, rhythms/dance, and individual and dual activities.

By the end of ninth grade, students can create practice plans for improving their own performance in aquatics, rhythms/dance, and individual and dual activities. These practice plans are based on each student's strengths and weaknesses as identified through feedback from proprioception, from others, and from the performance of complex movement activities.²

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.

- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

Beginning Swimmers

- be physically and mentally adjusted to water
- know swimming rules and safety
- demonstrate floating techniques
- demonstrate basic propelling methods
- enter the water feet first
- demonstrate a basic coordinated stroke on front and back
- demonstrate basic flutter
- demonstrate basic rescue skills
- demonstrate motionless floating

Intermediate Swimmers

- enter the water head first
- demonstrate evidence of increased endurance
- have improved rhythmic breathing techniques
- have increased ability to remain afloat with a minimum of effort
- have gained increased confidence through the learning of additional swimming skills
- demonstrate freestyle and backstroke
- swim underwater
- demonstrate increased endurance using the freestyle stroke and the back stroke
- demonstrate basic leg kicks essential for good swimming
- demonstrate the side stroke
- demonstrate an open freestyle turn
- demonstrate increased ability to tread water
- demonstrate standing dive from deck with good arm and leg motion
- demonstrate proper technique of throwing the ring buoy
- retrieve an object under water

Advanced

- demonstrate increased endurance using the Freestyle, Backstroke, and Breaststroke
- demonstrate the Sidestroke and Breaststroke turns
- demonstrate increased effectiveness of Freestyle Breaststroke, and Backstroke turns
- identify adept leg kicks for lifesaving
- execute a long shallow dive from the pool deck
- execute a coordinated front dive from the diving board
- disrobe in the water and to use clothing for a flotation device
- tread water for an extended period of time

Dryland Aquatics

- explain why swimming is a lifelong activity.
- perform the front crawl, back crawl, breaststroke and sidestroke with some level of efficiency and improvement.
- demonstrate the butterfly.
- explain the connection between cardiovascular fitness and swimming through their heart rate analysis.
- identify in water games and activities.
- explain and demonstrate skills for the activity of snorkeling.
- identify and explain safety rules and accident prevention techniques.
- demonstrate a number of team building activities.
- identify and demonstrate basic water rescue skills and techniques to increase their water safety knowledge.

SUGGESTED ACTIVITIES:

Dryland Aquatics

Basic Skills

- Breath holding (Bubbles)
- Rhythmic breathing
- Prone Float
- Prone glide (streamline)
- Back float
- Back glide
- Prone glide with flutter kick (Streamline)
- Basic Rescue Skills (Side of pool reach with an object)
- Shallow water bobbing
- Kick boards
- Hold on wall flutter kick
- Basic Armstroke holding on a board
- Safe entry into pool

Intermediate

- Deep water bobbing
- Rhythmic breathing
- Survival Floating
- Treading water
- Inverted breast stroke kick
- Elementary breast stroke arms
- Coordinated elementary backstroke
- Coordinated standing front dive
- Underwater swimming

SUGGESTED ASSESSMENT:

Teacher skills assessment checklist for beginning, intermediate, and advanced levels
Level 1

Beginner

- Enter the wading (kiddie) pool, shin deep.
- Sit in the wading (kiddie) pool.
- Splash around (hands and feet) in the wading (kiddie) pool.
- Walk under the tear drop in wading (kiddie) pool when water is flowing down.
- Stand under tear drop in wading (kiddie) pool and hold breath when water is flowing down.
- Enter shallow end of pool stand in waist deep water.
- Bobbing, hold breath while submerging head under water.
- Learning about cupped hands to move water.

Beginner/Intermediate

- Float on their back and be relaxed and buoyant in the water.
- Kicking on the wall
- Holding their breath under water for up to 30 seconds.
- Learning the difference between kicking on the wall with face in the water as opposed to face out.
- Kickboards (arms extended, legs only) across the pool.
- Torpedo – Arms extended or at sides, push off wall and hold breath and kick as far as you can across the pool, no arms.
- Implement lap training, up and back only. Face in the water on the freestyle stroke.

Proficient/Intermediate

- Kicking on the wall while utilizing arm motion. (fast feet/slow arms)
- Same as above, with breathing technique. Take a breath every time Right or Left arm comes out of the water.
- Kickboard across the pool while incorporating arm freestyle strokes.
- Kickboard backwards (backstroke) legs only.

- Leg float – Hold between thighs and utilize just the arm stroke (freestyle) to cross the pool.
- Leg float – Hold between thighs and utilize just the arm stroke (backstroke) to cross the pool.
- Introduce Breast stroke.
- Frog kick – Hold onto side of pool and practice breaststroke kicking.
- Head in/Head out – Walk across pool while practicing head in/head out.
- Implement lap training Freestyle there and back multiple times.
- Implement lap training Backstroke there and back multiple times.

Advanced

- Streamline all of the above drills.
- Looking to reach for centerline on all stroking.
- Breathing in constant rhythm
- Legs flutter kick
- Add additional laps to all learned strokes.
- Kick turns
- Tread water for extended period of time.

Teacher Observation

Written assessment; water safety skills, pool rules and safety, terms and vocabulary

REFERENCES:

Internet

- [www.swimming .org](http://www.swimming.org)

UNIT IV: GYMNASTICS & TUMBLING

DESCRIPTION:

This is an introductory unit with major emphasis on the techniques, skills and terminology commonly used in gymnastics/tumbling activities. It is designed to provide each student with the experience in both performing and analyzing fundamental gymnastics and tumbling skills. The students will gain knowledge of the history of gymnastics, terminology, principles of safety, skill progressions and skill analysis. The students will be able to demonstrate movement skills in gymnastics/tumbling activities by combining basic to complex movement patterns. Students will learn and perform various gymnastics and health-related fitness activities to develop the individuals physical and gymnastics skills.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 2

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/ tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

Floor Exercise

- combine and apply tumbling movement patterns, from simple to complex used in floor exercise.
- demonstrate proficient movement skills in floor exercises.
- execute basic moves showing balance, strength, agility, and flexibility
- perform short teacher made floor exercise routine
- demonstrate understanding of criteria for judging the execution of a routine and critically analyze the floor exercise performance of others
- demonstrate increased poise, balance and rhythm
- create a floor exercise routine

Tumbling

- execute beginning tumbling skills
- use proper spotting techniques
- explain the value of proper warm up prior to tumbling
- recognize and appreciate good tumbling forms
- execute a combination of tumbling skills continuously
- execute tumbling skills requiring flexibility and balance
- understand and express the value of flexibility and strength exercises in relation to the learning of tumbling skills

General Gymnastics/Tumbling Objectives

- explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in gymnastics/tumbling activities.
- analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in gymnastics/tumbling activities.
- analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in gymnastics/tumbling.
- create or modify practice/ training plans based on evaluative feedback from skill acquisition and performance in gymnastics/ tumbling activities.
- analyze situations to determine appropriate strategies to use in gymnastics/tumbling.
- analyze the effect/outcome of particular performance strategy used in gymnastics/tumbling activities.
- evaluate independent learning of movement skills.

SUGGESTED ACTIVITIES:

The following skills will be developed and can be combined in various ways:

Basic positions

- **Tuck** - the legs and hips are bent up toward the abdominal cavity (flexion of the hips and knees)
- **Straddle** - the legs are spread apart sideways (abduction of the legs) while the legs are straight
- **Pike** - the upper body is bent forward with flexion at the hips while the legs remain straight
- **Arch** - the upper and lower back are extended backward in a curve
- **Hollow** - the abdominals and upper chest are rounded forward in a curve
- **Layout** - the body is straight and completely extended during the skill
- **Stretch** - the body is straight with arms up and extended for a finishing pose
- **Splits** - the legs are stretch apart forward and backward while the legs are straight (extension of the hip for one leg, flexion of the hip for the opposite leg)
- **Bridge** - an arched position with hands and feet flat on the floor and abdomen raised

Artistic Skills

- **Jump**- moving from both feet to land on both feet
- **Leap**- moving from one foot to land on the other foot
- **Scale**- The body is supported on one leg with the other leg extended backward and chest held high. The arms may be extended in various positions.

Rolling skills

- Rock and roll (rock backwards and forwards from a sitting position without going over your head)
- Rock and roll stand up
- Forward roll (tuck, pike, straddle, long sit)
- Backward roll (tuck, pike, straddle, sitting pike)

Handstand skills - hands are flat on the floor shoulder width apart and arms are straight. An inverted handstand will work on getting the legs together and the body extended in a vertical position.

- Donkey kick
- Donkey jump - both feet land back on the floor
- Handstand

Cartwheel skills - the rhythm of the cartwheel is performed to an even count of 1,2,3,4 (hand, hand, foot, foot). The gymnast steps forward with one foot and lifts the other leg up and back while placing the hands on the mat in front of the support leg. As the body becomes inverted, the legs remain in a straddle, and the gymnast lands one foot at a time.

- pinwheel (basic version of a cartwheel) - using the rhythm and body mechanics of a cartwheel, the legs and hips will have flexion throughout the skill.
- cartwheel
- round-off - using a similar rhythm to the cartwheel, the round off is performed to an even count of 1,2,3 (hand, hand, feet). The gymnast uses the cartwheel approach until the body becomes inverted. Then, the gymnast will bring the legs together in the vertical position and land with two feet on the floor.

Bridge skills - the body will be inverted with their hands and feet on the floor with the abdomen raised.

- **Table** - hands are placed on the floor next to the hips with the feet are on the floor. The gymnast raises their abdomen up.
- **Bridge** - hands are placed by ears on the floor. The feet are on the floor as the gymnast presses their abdomen up.

Headstand skills - the body is inverted with their hands and top of their head on the floor. Feet will extend straight up in a vertical position. The head is positioned on the floor in front of the hands

- **Tri-pod** - hands and the top of the head are on the floor in a triangle position. The gymnast will put their knees on top of their elbows to balance all of their weight on their head and hands.
- **Headstand**

SUGGESTED ASSESSMENT:

- Observation of movement patterns within a physical activity
- Self Assessments
- Peer Assessments
- Learning Logs: Students can keep a log of various vocabulary words and skills.
- Projects: (i.e. students will have to create a four week training/conditioning regiment for their gymnastic routine. Students would have to explain why they chose those particular exercises for their routine, and how it could have an impact on performance.)
- Summative Assessments: (i.e. Proprioception refers to the ability to sense the position, location, orientation, and movement of one's body and its parts. The students are assigned to groups of four to work on the roundoff, a common gymnastic/tumbling skills. One person performs the roundoff, one person is the spotter, one person provides feedback, and one person is the recorder. Students rotate roles after each trial. During closure, the performers analyze the feedback they receive from proprioception and others to determine what they need to do to improve their performance.)
- Written Assessments (Unit test)
- Create a routine
- Group routine analysis and assessment

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- USA Gymnastics
- Olympic gymnastics videos

UNIT V: INDIVIDUAL AND DUAL ACTIVITIES

DESCRIPTION:

This unit articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime in a variety of individual/dual activities.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.

1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- identify and explain the three areas (biomechanics, skill-related fitness, and training and conditioning), along with the role of emotions that provide learners with the comprehensive knowledge for improving performance in individual and dual activities.
- create practice plans for improving their own performance in individual and dual activities. These practice plans are based on each student's strengths and weaknesses as identified through feedback from others, and from the performance of complex movement activities.
- identify and explain the basic rules and history of each activity.
- identify and explain the basic skills involved to successfully perform the activity.
- apply the rules to a game situation.
- communicate knowledgeably about the activities.
- demonstrate the etiquette and safety of each activity.

SUGGESTED ACTIVITIES:

Individual

Aerobics
Archery
Bowling
Cycling
Golf
Gymnastics/Tumbling
Running
Skating
Weight Training
Yoga

Dual

Badminton
Handball
Ping Pong
Speedminton
Tennis

SUGGESTED ASSESSMENTS:

- Written exam to demonstrate knowledge of rules, regulations and history each activity.
- Performance testing to evaluate the mastery of skills taught for each activity.
- Teacher will observe game participation to check for understanding, knowledge, and performance in each activity.
- Students will write a self-evaluation to improve their own performance in each individual/dual activity.

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- Course of Study for Physical Education and Recreation. (1978)
- Physical Education Model Standards for California Public Schools

- Physical Activity and Sport for the Secondary School Student by Neil J. Dougherty

UNIT VI: RHYTHM & DANCE

DESCRIPTION:

This unit articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity and creative expression through dance and rhythmic activities throughout their lifetime.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- recognize and move to a rhythm and beat.
- execute a dance warm up that will develop flexibility, strength and endurance.
- execute basic axial movements, turns, and falls at a variety of levels.
- explain that movement can be performed in unison, opposition, and succession
- understand that creativity is limitless.
- develop and increased sense of confidence by perfecting and presenting a creative composition.
- perform various types of dances using a variety of basic steps, combinations, and patterns individually and in groups.
- demonstrate a knowledge of the names and origin of the dances learned.
- execute asymmetrical and symmetrical dance patterns on all levels.
- execute various locomotor and non-locomotor movements.
- execute different qualities of movement.
- understand and demonstrate beginning choreographic principals.
- understand and appreciate the efforts of classmates.
- understand and express simple dance terminology.
- illustrate flexibility and strength through performance.
- identify what community resources offer dance opportunities.

SUGGESTED ACTIVITIES:

- Ballet
- Ballroom
- Folk
- Hip Hop
- Jazz
- Line
- Modern
- Multi-cultural
- Social
- Square

SUGGESTED ASSESSMENTS:

- Written exam to demonstrate knowledge of history and basic terminology.
- Performance testing to evaluate the mastery of skills taught for each activity.
- Teacher will observe class participation to check for understanding, knowledge, and performance in each activity.
- Students will choreograph a performance using skills from areas of instruction throughout the course.

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve

UNIT VII: TEAM SPORTS

DESCRIPTION:

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, and movement activity for a lifetime.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit students will be able to:

- demonstrate knowledge of rules and strategies for various team sports.
- combine and apply movement patterns from simple to complex.
- demonstrate sportsmanship and team play.
- demonstrate proficient movement skills in various different team sports.
- know safety rules and care of equipment.
- identify and apply the rules to various team sports in a game situation.
- analyze and evaluate feedback from others.
- demonstrate offensive and defensive strategies in team sports.
- have increased endurance and hand eye coordination.
- explain and demonstrate the skill related components of balance, reaction time, agility, coordination, and speed that enhance performance levels in team activities and apply those components in performance
- explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in team activities.
- analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance team activities.
- demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities

SUGGESTED ACTIVITIES:

The following skills will be developed by the end of the unit:

- Passing and catching
- Shooting
- Dribbling
- Offensive and defensive strategies
- Game play strategy
- Terminology
- Rules

- Sportsmanship

Options of team sports to be taught:

- Flag Football
- Soccer
- Volleyball
- Lacrosse
- Rugby
- Softball
- Ultimate Frisbee
- Speedball
- Hockey

SUGGESTED ASSESSMENTS:

- Teacher observation of movement patterns within physical activity; Skills assessment check list. (EPEC, SPARK, PE Central [http://pecentral.org/leesonideas/pelessonplans.](http://pecentral.org/leesonideas/pelessonplans))
- Students will use self-assessment checklists to evaluate their own skills.
- Students will use various partner assessments to evaluate each other's skills in team sports. (i.e. EPEC, SPARK PEcentral)
- <http://www.sparkpe.org/physical-education-resources/spark-assessment-tools/>
- Gopher: Performance-Based Assessment for Middle and High School Physical Education Book
- Skills assessment check list

REFERENCES:

Texts

- [Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve](#)

UNIT VIII: COMBATIVES

DESCRIPTION:

The major emphasis of this unit is to offer students opportunities to develop and refine the skills of self-defense, in one or more of the following areas: self-defense, martial arts, wrestling, and boxing.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 2

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/ tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.8 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit students will be able to:

- combine and apply movement patterns, from simple to complex in combative activities.
- demonstrate proficient movement skills in combative activities.
- explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative activities and apply those components in performance.
- explain and demonstrate advanced offensive, defensive, and transition strategies and physical and mental tactics in combative activities.
- explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative activities; and evaluate the performance based on use of principles.
- evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative activities.
- analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative team activities.
- create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative activities.
- analyze situations to determine appropriate strategies to use in combative activities.
- evaluate independent learning of movement skills.
- identify danger around them and become aware of ones capabilities.
- understand that combatives are a method of dealing with an attacker, not to perfect fighting method skills.
- demonstrate sportsmanship and fair play.
- explain the rules of combative activities (i.e. boxing, wrestling, mixed martial arts, etc.
- explain the safety rules of combative activities.
- apply principals of resistance to enhance performance of personal safety/self-defense skills
- apply fundamental skills of self-defense: jab, jab cross, round house punches, snap kicks, crescent kicks, side-kicks, back kicks
- analyze use of levers in self-defense movements
- work effectively with a partner to practice personal safety/self-defense skills

SUGGESTED ACTIVITIES:

A group of physical activities that utilize basic combatives – pulling, pushing, defenses, stands, and guards. Some examples include wrestling, fencing, boxing, kickboxing, matital arts, and self-defense.

Supplemental activities: Tae Bo, Jiu Jitsu, rope jumping i.e. single, long double dutch.

Self Defense

- Handblows
- Kicks
- Releases
- Blocks
- Falls

The following knowledge will be developed

- Learn how to avoid trouble
- Turn fear into anger
- Use the element of surprise
- Don't panic; use your head
- Mental strength is important
- How to make hands and feet weapons when necessary
- Run whenever possible, hurt your assailant when you cannot
- Understanding of the law as it pertains to self-defense

Boxing

The following skills will be developed:

- The jab
- The hook
- Combinations
- Uppercut
- Body control

The following knowledge will be developed

- Rules
- Safety rules
- Sportsmanship
- History
- Values
- Respect for the ability and inability of others

Wrestling

The following skills will be developed:

- Takedowns
- Breakdowns
- Escapes

The following knowledge will be developed

- Rules
- Sportsmanship
- History
- Safety and equipment
- Values

Martial Arts

- The students will demonstrate a knowledge of the history of martial arts, traditions, and their current role in mixed martial arts (MMA).
- Through specialized training, martial arts training (Boxing, Kickboxing, Muay Thai, Wrestling, Judo, and Brazilian Jiu Jitsu), and real life self-defense tactics, the student will develop an increase in muscular strength, muscular and cardiorespiratory endurance, balance, and flexibility.
- The goal of the class is to increase self-confidence, spacial awareness, quick response problem solving skills, and a desire to stay healthy for a lifetime.

SUGGESTED ASSESSMENT

- Observation of movement patterns within a physical activity.
- Self-assessments.
- Partner assessments.
- Skills test.
- Learning logs: students can keep a log of various vocabulary words and skills.
- Reciprocal teaching: students can work together to teach skill-related components and how they apply within a physical activities.

REFERENCES

Internet

- PDF Books at <http://arts5.net/download.php?id=1239>
- <http://usa5.org/c/combatives>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1g

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Applied Medical English 9 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the course of study for Applied Medical English 91P, 2P

Background/Rationale: “Applied Medical English” is a year-long college and career preparatory English course which integrates both the Common Core standards for ELA and the Career Technical Education (CTE) standards for the Health Science and Medical Technology industry sector. Applied Medical English 9 is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards.

Upon completion of the Applied Medical English 9 course, students will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting how to make an informed decision on a given current healthcare issue, requiring them to determine which actions should be taken for appropriate healthcare from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational healthcare standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Applied Medical English

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Applied Medical English 91P, 2P
EJS301, EJS302

Segment	High School
Length of Course	One Year
Developed by	Marsha Stanley Christin O'Cuddehy
First Edition	2014 - 2015

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE — GENERAL INFORMATION

Applied Medical English

COURSE DESCRIPTION

Applied Medical English is a college and career preparatory English course which integrates both the Common Core standards for ELA and the CTE standards for the Health Science and Medical Technology industry sector. Applied Medical English 9 is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards.

Upon completion of the Applied Medical English 9 course, students will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting how to make an informed decision on a given current health care issue, requiring them to determine which actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational health care standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

RATIONALE

During the year long course, students will examine various *medical topics* and develop the skills required to pass English 9; including reading, writing, and speaking.

COURSE GOALS

Upon completion of this course, students will be able to:

- demonstrate knowledge about several infectious diseases (i.e.; Ebola, tuberculosis, hepatitis C, etc.) and their effects on the population.
- identify at least three risky behaviors in teenagers and the associated problems inherent in the risks.
- identify and define key medical roots, suffixes, and prefixes and use them in explaining medical issues.
- write a 5 paragraph essay that includes an introduction, thesis sentence, three body paragraphs, which include appropriate transition statements and a conclusion. The essay is relatively free of grammar, punctuation, and spelling errors.
- write an argumentative essay that includes a thesis sentence, and three reasons for the argument. The essay will include textual evidence to support the claim.

- write a narrative essay about events in their lives using well-chosen details and precise words and sensory details to convey vivid pictures of the experiences.
- explain the four main elements of a plotline using a story or novel from the reading. Identify flashbacks and foreshadowing in a literature text, and describe the motivation of key characters in a story.
- identify a *medical theme* of a poem or story and write an expository essay that uses at least three examples from the text to support the claim.
- annotate articles and summarize their key ideas in expository essays citing textual evidence to support the analysis of what the text says.
- create a power point presentation free of grammatical mistakes that explains an infectious disease, and design a poster using Microsoft Publisher that describes a high risk activity among teenagers.
- present a topic in front of an audience which is well rehearsed and demonstrates knowledge about a specific medical topic. Students will speak for at least seven to ten minutes using proper eye contact and clear enunciation.
- read three novels; *Gifted Hands*, *Hot Zone*, and *Shattered Air* and complete an analysis of the key points of each novel in an expository essay.
- Meet the following criteria from the **9th Grade PRIDE graduate Outcomes**:
 - Be exposed to the five career pathways and begin exploring their interests
 - Complete two integrated units and present to family and community members
 - Create a post-high school college and career plan
 - Be a strong self-advocate able to find resources, ask for help, and make decisions about their education and personal well-being
 - Find answers to complex questions that require multiple steps
 - Be able to support ideas and answers using reliable information
 - Practice using guidelines to organize and accurately evaluate their own work
 - Develop short-term goals and apply them to school to stay motivated
 - Demonstrate effective and appropriate communication, including verbal, written and electronic forms
 - Establish roles and group expectations and follow through with those commitments
 - Organize content into a clear presentation

STANDARDS

CALIFORNIA COMMON CORE COURSE STANDARDS FOR 9TH GRADE

Reading Literature

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#)Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

[CCSS.ELA-Literacy.RL.9-10.4](#)Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[CCSS.ELA-Literacy.RL.9-10.5](#)Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RL.9-10.6](#)Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.9-10.7](#)

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

[CCSS.ELA-Literacy.RL.9-10.8](#)(RL.9-10.8 not applicable to literature)

[CCSS.ELA-Literacy.RL.9-10.9](#)Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.RL.9-10.10](#)By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Texts

Key Ideas and Details:

[CCSS.ELA-Literacy.RI.9-10.1](#)Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.2](#)Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#)Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

[CCSS.ELA-Literacy.RI.9-10.4](#)Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[CCSS.ELA-Literacy.RI.9-10.5](#)Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#)Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RI.9-10.7](#)Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

[CCSS.ELA-Literacy.RI.9-10.8](#)Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[CCSS.ELA-Literacy.RI.9-10.9](#)Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.RI.9-10.10](#)By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

[CCSS.ELA-Literacy.W.9-10.1](#)Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.1.a](#)Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.9-10.1.b](#)Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-Literacy.W.9-10.1.c](#)Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-Literacy.W.9-10.1.d](#)Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.W.9-10.1.e](#)Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#)Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.9-10.2.a](#)Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.9-10.2.b](#)Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-Literacy.W.9-10.2.c](#)Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[CCSS.ELA-Literacy.W.9-10.2.d](#)Use precise language and domain-specific vocabulary to manage the complexity of the topic.

[CCSS.ELA-Literacy.W.9-10.2.e](#)Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.W.9-10.2.f](#)Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#)Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.3.a](#)Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.9-10.3.b](#)Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.9-10.3.c](#)Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[CCSS.ELA-Literacy.W.9-10.3.d](#)Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.9-10.3.e](#)Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

[CCSS.ELA-Literacy.W.9-10.4](#)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

[CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

[CCSS.ELA-Literacy.W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.1.a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-Literacy.SL.9-10.1.b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.9-10.1.c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.9-10.1.d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)

Conventions of Standard English:

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.1.a](#) Use parallel structure.*

[CCSS.ELA-Literacy.L.9-10.1.b](#) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.2.a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

[CCSS.ELA-Literacy.L.9-10.2.b](#) Use a colon to introduce a list or quotation.

[CCSS.ELA-Literacy.L.9-10.2.c](#) Spell correctly.

Knowledge of Language:

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.9-10.3.a](#) Write and edit work so that it conforms to the guidelines in a style manual

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.9-10.4.a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.9-10.4.b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.4.c](#) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[CCSS.ELA-Literacy.L.9-10.4.d](#) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.L.9-10.5.a](#) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

[CCSS.ELA-Literacy.L.9-10.5.b](#) Analyze nuances in the meaning of words with similar denotations.

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CTE STANDARDS

- 1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields
- 2.0 - Understand Public Health and related issues
3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking
4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).
5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.

- 6.0 - Determine what aspects of health care are crucial to society
- 7.0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
- 9.0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
- 10.0 - Consider and research careers in the health care industry

INSTRUCTIONAL MATERIALS:

*Holt Literature and Language Arts Third Course
ERWC for 9th Grade*

SUPPLEMENTARY MATERIALS:

Gifted Hands: The Ben Carson Story by Ben Carson
 The Hot Zone by Richard Preston
 Outbreak – Movie – Warner Brothers 1997
 Shattered Air by Bob Madgic
 Intervention – A&E Television Series
 Secret Yosemite – Documentary Film – National Geographic
 Romeo & Juliet – Film – 20th Century Fox 1996
 New York Times website and archives
 Time Magazine

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

<i>Course Introduction</i>	<i>5 Days</i>
<i>Gifted Hands / Future Medical Professionals</i>	<i>15 Days</i>
<i>Analyzing Poe’s Death</i>	<i>9 Days</i>
<i>Infectious Diseases Unit/ <u>Hot Zone</u></i>	<i>30 Days</i>
<i>Medical Poetry and analysis</i>	<i>17 Days</i>
<i>Understanding aberrant personalities</i>	
<i>The Most Dangerous Game</i>	<i>15 Days</i>
<i>Can Animals Think – Veterinarian’s Thoughts</i>	<i>12 Days</i>
<i>Romeo and Juliet</i>	<i>18 Days</i>
<i>Risky Behaviors in Teenagers</i>	<i>30 Days</i>
<i>Short Stories – Medical Ambiguities</i>	<i>16 Days</i>
<i>The Odyssey</i>	<i>9 Days</i>

TEACHER RESOURCES

Holt Literature and Language Arts Third Course

RECOMMENDED STUDENT RESOURCES

Medical English 9 Workbook

SECTION TWO — COURSE UNITS

UNIT I: Becoming a Medical Professional

This unit provides an introduction to the medical professions. Students read Gifted Hands – The Ben Carson Story to understand the importance of setting attainable goals to be successful. Students will read and annotate the article “What It Takes to Be Great” and identify personal focus and outline the steps required to excel. Students’ knowledge of significant medical roots, suffixes, and prefixes from Medical Science class are reinforced weekly in Applied Medical English. Students’ vocabulary is enhanced through study of the text.

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.3, RL.9-10.5

CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3

CCSS ELA – W.9-10.2, W.9-10.5

CCSS ELA – L.9-10

CTE – 1, 3, 7, 10

Instructional Objectives

Students will be able to:

- Define a range of careers in the health and medical industry
- Describe the characteristics of an outstanding doctor
- Identify obstacles that they might face as they pursue their medical studies
- Set two short-term goals to support their long-term professional goals
- Produce essays that address their uniqueness and their gifts
- Define specific medical terms discussed in the book *Gifted Hands*
- Understand the concepts of Siamese Twins and conjoined children
- Identify the key elements of a five paragraph essay

Suggested Activities – Students will

- Read and annotate “What it Takes to Be Great”
- Design and color a front page of a newspaper to identify students’ unique backgrounds
- Research and create a poster describing a specific health or medical career
- Read Gifted Hands
- Develop interview questions to ask Dr. Carson in a letter
- Watch the movie, The Ben Carson Story and compare the effect of media against the written word.

- Pair-Share activity: requirements of a five paragraph essay
- Study prefixes, roots, and suffixes

Suggested Assessment

- A five paragraph essay comparing the themes of *Gifted Hands and What it Takes to Be Great*, using specific quotes from the texts to support the claim.
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT II: Poe's Puzzling Death

In this unit, students will explore the theories surrounding Poe's death. The students will synthesize informational texts and draw their own conclusions as to how Poe died. This unit provides the students with the understanding of the difficulties of making accurate diagnoses. Students will practice creating personal narratives to simulate doctor/patient dialogues. This unit will include several of Poe's short stories and poems as a way for students to understand the significance of his literary works.

CCSS ELA – RL.9-10.2, RL.9-10.4, RL.9-10.5

CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.8

CCSS ELA – W9-10.1, W9-10.2

CCSS ELA – L.9-10

CTE – 3, 4, 6, 8

Instructional Objectives

Students will be able to:

- Read various articles about Poe's death
- Synthesize the information from each article
- Evaluate opposing arguments and draw their own conclusions
- Understand the concepts of "ethos," "logos," and "pathos" in arguments
- Write an essay stating a point of view and substantiating it with quotes from the text.
- Read "Cask of Amontillado" and identify the theme
- Read "Annabelle Lee" and identify key poetic devices
- Review of elements of a 5 paragraph essay

Suggested Activities

- Read articles and stories from Holt Literature and Language Text that relate to Poe
- Create a T-Chart to compare the "alcohol theory" to the "rabies theory"
- Design a family crest analogous to the one in "Cask"
- Create "new" words from prefixes, roots, and suffixes
- Role play doctor patient interview with Edgar Allan Poe to construct patient narrative and compare diagnoses.

Suggested Assessment

- 5 paragraph essay that identifies and explains the theme of one of Poe's stories or poems
- Visual Patient Profile for Poe that takes a position on his death and substantiates that claim with cited source materials

- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT III: Catch the Fever (Infectious Diseases)

This unit focuses on infectious diseases. Students will read about the 1918 Flu Virus, the H1N1 Flu Virus and understand the impacts of these diseases on society. Students will read the novel Hot Zone to gain a perspective of the emergence and evolution of infectious diseases in tandem with the information discussed in their medical science class. To augment their understanding, students will select an infectious disease to research thoroughly and will design a power point to present to family members that explains this disease. Based on their research, students will design a board game and develop appropriate questions to illustrate their knowledge about their specific disease.

Standards Addressed

CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.10

CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.7, RI.9-10.8

CCSS ELA – W9-10.1, W9-10.2, W9-10.4, W9-10.7

CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5

CCSS ELA – L.9-10

CTE – 2, 3, 4, 5, 7, 8, 9

Instructional Objectives

Students will be able to:

- Explain the 1918 Flu Virus and its connection to the current H1N1 Flu Virus
- Understand the Ebola virus and its impact on humans
- Research a specific infectious disease and discuss its origin, definition, treatment and prevention
- Create a power point that examines all facets of the disease
- Work in groups to design a game that identifies key factors of the disease
- Develop game instructions
- Complete the design of a game that provides all the necessary components to be played
- Present the information about their infectious disease in a well-rehearsed presentation in front of family members and the community

Suggested Activities

- After annotating the articles, students will work in pairs to create posters that identify the key points from either the 1918 Flu or H1N1 articles
- Students will share their posters with the class
- Students will answer questions from Hot Zone worksheets
- Students will understand the importance of group dynamics by completing some group exercises.
- As teams, students will develop a game about their infectious disease. They will create all the elements necessary to have a completed game to play, including:
 - A title of the game

- Tokens
- Game board
- Game question cards that are developed from Hot Zone, Medical Science class, geography, and math
- Clear and complete rules to play the game

Suggested Assessment

- Students will present on their infectious disease to an audience of family members and community partners on a “Game’s Night” who will follow a rubric to grade the groups’ presentations for clarity, accuracy, and professionalism.
- Final assessment of student games will be based on completeness, playability, and accuracy of research
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT IV: The Doctor Has a Poet's Soul

Students will be able to identify, define, and recognize key elements of poetry. The students will apply this knowledge by examining several poems and identifying the poetic devices used to enhance the theme of the poem. They will explore ways in which poetry and creative writing are used in a medical context to aid patient healing and improve outcomes, and to help medical professionals develop empathy. Students will write their own poetry using poetic devices learned in this unit.

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7

CCSS ELA – W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7

CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6

CCSS ELA – L.9-10

CTE – 3, 4, 7, 8, 9

Instructional Objectives

Students will be able to:

- Identify at least six key poetic devices including simile, metaphor, personification, onomatopoeia, imagery, and alliteration
- Read and analyze “The Man with the Stars” and understand the theme as it relates to medicine
- Write an analysis of a poem of their choice that explores theme, structure, and meaning using textual evidence to support their claims.

Suggested Activities

- Students will select a poetic term, design a poster about it, and present the term to the class
- Students will follow the format to analyze a poem as demonstrated by the instructor
- Students will analyze at least four poems including “The Man With Stars”
- As part of the analysis, students will understand the difference between topic and theme and the difference between connotative and denotative words
- Students will write at least two poems of their own; one that specifically addresses a medical topic or idea
- Write a poem from the perspective of a patient suffering from a chronic condition. (focus on the diseases discussed in Catch the Fever)
- Attend writing seminar using the Amherst Writers’ and Artists’ (AWA) method to explore healing through writing.

Suggested Assessment

- Poetry final exam
- Written essay that explores the theme of a poem and its textual basis
- Poem exploring chronic illness
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT V: The Most Dangerous Brain

Students will understand different types of personality disorders and what causes people to be prone to violent behaviors with a focus on adolescent brain development and its implications for impulse control and emotional volatility. The unit expands to current issues that include specific articles about juveniles who commit heinous crimes and how we respond to and might prevent those actions. Students will read “The Most Dangerous Game”- a fictional story about a man who kills other men for sport. Students will examine the background of people who commit crimes and try to understand their motivation and mental development.

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.8

CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6

CCSS ELA – W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.9

CCSS ELA – SL.9-10.1, SL.9-10.4

CCSS ELA – L.9-10

CTE – 2, 3, 6, 7

Instructional Objectives

Students will be able to:

- Recognize the difference between emotional and logical arguments
- Evaluate the use of statistical data in persuasive arguments.
- Discuss the development of adolescent brains in connection with violent activity and impulse control
- Identify the ethical dilemmas involved in determining legal responsibility and judicial action in cases involving perpetrators suffering from mental disorders
- Illustrate the key elements of a plotline
- Use graphic organizers including a Venn Diagram to organize information
- Analyze how characters are developed in literature using both direct and indirect means.
- Understand the importance of “tone” as it relates to the efficacy of the story
- Write a compare and contrast essay

Suggested Activities

- Students will read and annotate four articles including “Kids are Kids” “Supreme Court” “Startling Finds on Teenage Brains”
- Students will read the article “Davis Teen” and determine how he should be treated under the law based on their previous readings, using textual evidence to support their claim. (in preparation for oral assessment piece)

- Students will design a plotline poster for a movie, novel, or TV show
- Students will listen to and read the story “The Most Dangerous Game”
- Students will create a Venn Diagram comparing the characters of Zaroff and Rainsford
- Students will write a 5 paragraph essay explaining the differences between the main characters’ and their attitudes about hunting

Suggested Assessment

- “The Most Dangerous Game” multiple choice final
- Students will write and perform a 2 minute oral argument on what consequences the Davis Teen should face.
- A persuasive essay that answers the prompt “should teens who commit heinous crimes be charged as adults?”
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT VI: Can Animals Think? Veterinarians Need to Know

This unit explores the importance of understanding animals' behaviors. Students will study various animals and their environments as a precursor to developing skills necessary to treat and understand all kinds of animals. Students study various researched papers that illustrate ways in which animals demonstrate cognition. Students will analyze the informational text and draw their own conclusions as to whether or not animals think.

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7

CCSS ELA – W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7

CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6

CCSS ELA – L.9-10

CTE – 3, 4, 7, 8, 9

Instructional Objectives

Students will be able to:

- Identify key points from the article “Can Animals Think?”
- Explain the terms “foreshadow,” “flashback,” and how the use of these literary devices shapes a text.
- Annotate informational texts
- Understand and identify the rhetorical devices of ethos, logos, and pathos
- Insert quotes in an essay to support a claim

Suggested Activities

Students will :

- Read and annotate “Three Ways to Persuade”
- Watch a power point presentation about ethos, logos, and pathos
- Do a quick write to answer the question – Can animals think?
- Read and annotate the following texts:
 - “Can Animals Think”
 - “Dogs Can Read Our Moods”
 - “A Change of Heart About Animals”
- Letters to the Editor in response to “A Change of Heart About Animals”
- Identify the use of rhetorical devices (ethos, logos, and pathos) in their readings
- Analyze and evaluate the arguments in two letters to the editor
- Listen to and read “Dogstar”
- Watch and take notes on the movie “March of the Penguins”
- Listen and take notes during a veterinarian’s presentation explaining the duties of his/her job
- Do a gallery walk to identify animals and possible medical issues that a veterinarian might encounter

Suggested Assessment

- Short answer questions for the annotated texts
- Write a plotline for “Dogstar”
- Write a persuasive, 5 paragraph essay that examines the subject “Can Animals Think” and include at least three quotes from the various sources.
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT VII: Romeo and Juliet

*This unit explores some of the risky behaviors that are associated with teenagers such as suicide and gang involvement. By studying Romeo and Juliet, students can introspectively examine their own relationships with their families, peers, and community. Students will read information about teen suicide to understand the lasting impact on making poor choices and the life altering consequences of engaging in impulsive behaviors. Romeo and Juliet provides a foreshadowing of the key factors to be researched in the *Risky Behaviors* unit.*

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7

CCSS ELA – W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7

CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6

CCSS ELA – L.9-10

CTE – 2, 3, 4, 7, 8

Instructional Objectives

Students will be able to:

- Identify key dramatic terminology (i.e. tragedy, comedy, monologue, dialogue, etc.)
- Understand a family tree
- Define the theme of Romeo and Juliet
- Identify the concept of “cause and effect”
- Understand the development of the adolescent brain
- Apply the medical findings about the brain to the characters of Romeo and Juliet
- Connect the personalities of the key characters in Romeo and Juliet to people in current times.

Suggested Activities Students will:

- Complete a drama worksheet
- Design a family tree (personal or Romeo and Juliet’s)
- Memorize the prologue of Romeo and Juliet
- Translate the prologue into modern English
- Read and annotate article “Teenage Brains”
- Read and watch the play Romeo and Juliet

Suggested Assessment

- Final quiz - *Romeo and Juliet*
- Group performance of a scene from *Romeo and Juliet*

- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT VIII: Teenagers and Risky Behaviors

This unit explores some of the risky behaviors that are associated with teenagers such as underage drinking, sexual activity, smoking marijuana, drugs, and gang activities. The students will be assigned a specific “risky behavior” to research and explore. Based on their findings, students will write a report identifying specific issues related to the risky behavior. This unit will comprise numerous activities that culminate in a presentation to the community.

Standards Addressed

CCSS ELA – RL.9-10.2, RL.9-10.3, RL.9-10.5,

CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.8

CCSS ELA – W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8

CCSS ELA – SL.9-10

CCSS ELA – L.9-10

CTE – 2, 3, 4, 8, 9

Instructional Objectives

Students will be able to:

- Understand group dynamics
- Function and cooperate properly in a group setting
- Recognize the importance of logos and slogans
- Research a risky behavior and create organized notes
- Write a paper using proper APA citations
- Read and identify the theme of *Shattered Air*
- Organize materials into a logical format for presentation
- Present the knowledge about a risky behavior to an audience

Suggested Activities Students will

- Work in a group to establish a non-profit name, logo and slogan
- Design a tri-fold poster that includes name, logo, slogan, as well as all the information learned in the other classes about their high risk
- Gallery walk to identify logos
- Read *Shattered Air* and answer associated questions
- Identify the high risks demonstrated in *Shattered Air*
- Read and annotate the article “Headbanger Nation”
- Write an expository essay to explain various types of concussions
- Read information about APA style
- Use “Microsoft Word” to type a paper that includes information about an assigned risky behavior
- Read and annotate articles about drugs and alcohol
- Practice presentation skills
- Present tri-fold with other 9th grade students to partners and parents

Suggested Assessment

- Present final tri-fold to community partners within a 10 minute time frame
- Complete three mini quizzes about helmets, drugs, and tobacco
- Write a research paper using proper APA format
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT IX: A Small Good Thing - Short Story Unit

This unit explores various medical issues developed within short stories. Students will read various stories and understand the ambiguities and nuances presented in a short story format. Students will make inferences and predictions based on the texts. Each story will incorporate a medical application requiring the students to understand its implications.

Standards Addressed

CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.8

CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6

CCSS ELA – W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.8

CCSS ELA – SL.9-10

CCSS ELA – L.9-10

CTE – 3, 5, 7

Instructional Objectives - Students will

- Understand theme
- Identify ambiguities in texts
- Understand character motivations
- Research the subjects of mental retardation, brain trauma, death, and hope as they are presented in various short stories

Suggested Activities – Students will

- Read “A Small Good Thing” and understand the problems associated with brain trauma
- Read “A Scarlet Ibis” and understand the implications of mental retardation
- Read “Sniper” and understand the literal and figurative pain caused by war
- Read “Cranes” and understand ambiguities of life
- Read “Sadako Suzaki” and define hope
- Create cranes in class as a project of hope

Suggested Assessment

- Students will select a medical issue and write their own short story using the elements required to create a short story narrative.

UNIT X: The Odyssey – Fulfilling a Quest

This unit compares the journeys that Odysseus experiences to the journeys that a student experiences. The unit explores the importance of relying on others and discovering people and resources that can help the student in his or her quest to pursue a medical profession.

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.6, RL.9-10.7, RL.9-10.8

CCSS ELA – W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.8

CCSS Speaking and Listening Standards

CCSS ELA – SL.9-10

CCSS ELA – L.9-10

CTE – 1, 10

Instructional Objectives

Students will be able to identify:

- key mythological gods and goddesses and their characteristics
- at least three of Odysseus' journeys and their significance to his maturation
- Compare
- three short term and long term goals; one goal must include a medical career
- a person in the medical field who can be a mentor

Suggested Activities Students will

- Research a specific mythological god
- Design a poster that shows a picture of the god and key attributes
- Present the poster to their peers
- Take notes about each god
- Read excerpts from *The Odyssey*
- Watch excerpts from the movie *The Odyssey*
- Write a brief summary of three of Odysseus' journeys
- Watch excerpts from the movie *Oh, Brother, Where Art Thou?*
- Create a graphic representation analyzing one of Odysseus' journeys as represented in each of the three treatments (text and two films)
- Brainstorm as a class all of the medical careers explored over the past year

Suggested Assessment

- Students will take a comprehensive test of the *Odyssey*
- Students will create a map of the journey to becoming a medical professional modeled after *The Odyssey*

- On-going vocabulary tests *incorporating medical terminology and nomenclature*



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1h

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Medical Chemistry 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Medical Chemistry 1P, 2P

Background/Rationale: “Medical Chemistry” is part of the Health Science and Medical Technology Linked Learning Pathway program. It is designed to fill the role of regular high school Chemistry and to prepare students for a four-year college. The course addresses all of the California State Standards in Chemistry and includes a focus on atomic structure, chemical bonding, nomenclature, stoichiometry, redox, gas laws, acids, bases, solutions, equilibrium, nuclear and organic chemistry. Each topic of study includes hands-on learning and practical connections to medicine and living systems. Laboratory activities will comprise 30-40% of the curriculum. Students will also have the opportunity to participate in volunteer community based health programs. Students who enroll are invested in a medical or scientific career. Students enrolled in “Medical Chemistry” will be prepared to take AP Chemistry the following year.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Medical Chemistry 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Medical Chemistry1P, 2P
QCS171, QCS172

Segment	High School
Length of Course	One Year
Developed by	Daniel Darby
First Edition	<i>Fall, 2014</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Medical Chemistry

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Chemical reactions are at the core of all living systems and understanding these processes and how they occur are the focal points of this class. Students who enroll are invested in a medical or scientific career. Students will be prepared to take AP Chemistry the following year. This first year course, in lieu of regular chemistry, will cover all California State Standards in Chemistry to include atomic structure, chemical bonding, nomenclature, stoichiometry, redox, gas laws, acids, bases, solutions, equilibrium, nuclear and organic chemistry. Each topic will include hands-on learning and practical connections to medicine and living systems. Laboratory activities will comprise 30-40% of the curriculum.

RATIONALE

Medical Chemistry is part of the Health Science and Medical Technology Linked Learning Pathway program. It is designed to fill the role of regular high school Chemistry and to prepare students for a four-year college. They will have the opportunity to participate in volunteer community based health programs. This course is the same course as regular college preparatory chemistry with the addition of labs and other activities that relate to topics in the medical field.

COURSE GOALS

- 1) Thoroughly teach the facts, terminology, and key concepts of Chemistry as well as the scientific methods and mathematical approaches used by chemists.
- 2) Expect student mastery of the course content in order for optimal college preparedness.
- 3) Robustly develop students' scientific inquiry and critical thinking skills.
- 4) Support standards-based instruction and foster student curiosity using hands and minds-on key assignments.
- 5) Promote continuity and connectedness between chemistry, mathematics, medicine and biology with the use of student research and laboratories.

COURSE STANDARDS

CALIFORNIA CONTENT STANDARDS: CHEMISTRY

ATOMIC AND MOLECULAR STRUCTURE

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:

- Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.
- Students know how to use the periodic table to identify metals, semimetals, non-metals, and halogens.
- Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
- Students know how to use the periodic table to determine the number of electrons available for bonding.
- Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.
- *Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.
- *Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
- *Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.
- * Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.
- * Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = hv$).

Chemical Bonds

2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:

- Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

CALIFORNIA CONTENT STANDARDS: CHEMISTRY

- Students know chemical bonds between atoms in molecules such as H_2 , CH_4 , NH_3 , H_2CCH_2 , N_2 , Cl_2 and many large biological molecules are covalent.
- Students know salt crystals, such as $NaCl$, are repeating patterns of positive and negative ions held together by electrostatic attraction.
- Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
- Students know how to draw Lewis dot structures.
- *Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.
- *Students know how electronegativity and ionization energy relate to bond formation.
- *Students know how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.

CONSERVATION OF MATTER AND STOICHIOMETRY

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:
- Students know how to describe chemical reactions by writing balanced equations.
 - Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
 - Students know one mole equals 6.02×10^{23} particles (atoms or molecules).
 - Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
 - Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
 - * Students know how to calculate percent yield in a chemical reaction.
 - * Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

GASES AND THEIR PROPERTIES

4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:
- Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
 - Students know the random motion of molecules explains the diffusion of gases.
 - Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
 - Students know the values and meanings of standard temperature and pressure (STP).
 - Students know how to convert between the Celsius and Kelvin temperature scales.
 - Students know there is no temperature lower than 0 Kelvin.
 - * Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
 - * Students know how to solve problems by using the ideal gas law in the form $PV = nRT$.
 - * Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.

ACIDS AND BASES

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:
- Students know the observable properties of acids, bases, and salt solutions.
 - Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
 - Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
 - Students know how to use the pH scale to characterize acid and base solutions.
 - * Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.
 - * Students know how to calculate pH from the hydrogen-ion concentration.
 - * Students know buffers stabilize pH in acid-base reactions.

SOLUTIONS

6. Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:
- Students know the definitions of solute and solvent.
 - Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
 - Students know temperature, pressure, and surface area affect the dissolving process.
 - Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

- e.*Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
- f.*Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

CHEMICAL THERMODYNAMICS

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:

- a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
- b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
- d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
- e.*Students know how to apply Hess's law to calculate enthalpy change in a reaction.
- f.*Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

REACTION RATES

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:

- a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
- b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
- c. Students know the role a catalyst plays in increasing the reaction rate.
- d.*Students know the definition and role of activation energy in a chemical reaction.

CHEMICAL EQUILIBRIUM

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:

- a. Students know how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
- b. Students know equilibrium is established when forward and reverse reaction rates are equal.
- c.*Students know how to write and calculate an equilibrium constant expression for a reaction.

ORGANIC CHEMISTRY AND BIOCHEMISTRY

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:

- a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
- c. Students know amino acids are the building blocks of proteins.
- d.*Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
- e.*Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.
- f.*Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

NUCLEAR PROCESSES

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:

- a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
- b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E=mc^2$) is small but significant in nuclear reactions.
- c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
- e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
- f. *Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.
- g. *Students know protons and neutrons have substructures and consist of particles called quarks.

INVESTIGATION AND EXPERIMENTATION

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- b. Identify and communicate sources of unavoidable experimental error.
- c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- d. Formulate explanations by using logic and evidence.
- e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f. Distinguish between hypothesis and theory as scientific terms.
- g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- h. Read and interpret topographic and geologic maps.
- i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- j. Recognize the issues of statistical variability and the need for controlled tests.
- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

CA NEXT GENERATION SCIENCE STANDARDS (NGSS) GRADES 9-12

HS-PS1 MATTER AND ITS INTERACTIONS

Students who demonstrate understanding can:

HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]

HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]

HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. [Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.] [Assessment Boundary: Assessment does not include Raoult's law calculations of vapor pressure.]

HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. [Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.] [Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.]

HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] [Assessment Boundary: Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.]

HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.* [Clarification Statement: Emphasis is on the application of Le Chatlier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] [Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]

HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]

HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. [Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]

HS-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS

Students who demonstrate understanding can:

HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement:

Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]

HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]

HS-PS2-3: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]

HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]

HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]

HS-PS2-6: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

HS-PS3 ENERGY

Students who demonstrate understanding can:

HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]

HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields. [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]

HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]

HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.] [Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.]

HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other, including an explanation of how the change in energy of the objects

is related to the change in energy of the field.] [Assessment Boundary: Assessment is limited to systems containing two objects.]

HS-PS4 WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

Students who demonstrate understanding can:

HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. [Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.] [Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.]

HS-PS4-2: Evaluate questions about the advantages of using a digital transmission and storage of information. [Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.]

HS-PS4-3: Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. [Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.] [Assessment Boundary: Assessment does not include using quantum theory.]

HS-PS4-4: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. [Clarification Statement: Emphasis is on the idea that different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] [Assessment Boundary: Assessment is limited to qualitative descriptions.]

HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.* [Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.] [Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.]

COMMON CORE STATE STANDARDS FOR LITERACY ACROSS CONTENT AREAS

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12 - The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend science/ technical texts in the grades 11–CCR text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12 the standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Grades 6-8 Students: Grades 9-10 Students: Grades 11-12 Students:

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and d. techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Craft and Structure

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Integration of Knowledge and Ideas

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

INSTRUCTIONAL MATERIALS

Textbook: Chemistry: Matter and Change

Edition: California Edition, 2005

Publisher: Glencoe

SUPPLEMENTAL MATERIALS

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit	Days
Unit I: Investigation and Experimentation	17
Unit II: Atomic and Molecular Structure	17
Unit III: Chemical Bonding	23
Unit IV: Chemical Reaction.	22
Unit V: Gas Laws and Gas Properties	16
Unit VI: Acids and Bases	12
Unit VII: Solutions	17
Unit VIII: Chemical Thermodynamics	14
Unit IX: Organic Chemistry and Biochemistry	20
Unit X: Nuclear Chemistry	12

TEACHER RESOURCES

Books

Standard Lab Supplies

RECOMMENDED STUDENT RESOURCES

ALIGNMENT TO HPHS LEARNING OUTCOMES IS LISTED IN APPENDIX B

SECTION TWO — COURSE UNITS

UNIT I: Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other five reporting clusters, students should develop their own questions and perform investigations.

Standards Addressed

CA Content Standards for Chemistry: CHE 1a – n

NGSS: HS-PS1-1, HS-PS2-6, HS-PS3-1, HS-PS3-2, HS-PS4-1

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

Students will be able to:

- Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- Identify and communicate sources of unavoidable experimental error.
- Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- Formulate explanations by using logic and evidence.
- Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- Distinguish between hypothesis and theory as scientific terms.
- Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- Read and interpret topographic and geologic maps.
- Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- Recognize the issues of statistical variability and the need for controlled tests.
- Recognize the cumulative nature of scientific evidence.
- Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

Suggested Activities

- *Core Lab: Treating Symptoms with the Rite-Aid®: Demystifying Over-the-Counter Pharmaceuticals*
- *Explore Your World Nutrition Units*
- *Case Study Cell Phone Use and Cancer*
- *Case Study Does a One-Size Drug Dose Fit All*
- *Case Study Is *Guaiaecum sanctum* Effective Against Arthritis*
- *Case Study Kermit to Kermette*
- *Case Study Sometimes Less is Better—Treatment of Venous Thrombolism*

Suggested Assessment

- *Questions and Problems Chemistry & Chemicals*
- *Questions and Problems Scientific Method*
- *Questions and Problems Units of Measurements*
- *Questions and Problems Scientific Notation*
- *Questions and Problems Significant Figures*
- *Questions and Problems Significant Figures in Calculations*
- *Questions and Problems Prefixes and Equalities*
- *Questions and Problems Writing Conversion Factors*
- *Questions and Problems Problem Solving*
- *Questions and Problems Density*

UNIT II: Atomic and Molecular Structure

The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.

Standards Addressed

CA Content Standards for Chemistry: CH 1a – e.

NGSS: HS-PS1-1, HS-PS1-3, HS-PS1-8, HS-PS2-6

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* how to relate the position of an element in the periodic table to its atomic number and atomic mass.
- *Students know* how to use the periodic table to identify metals, semimetals, non-metals, and halogens.
- *Students know* how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

- *Students know* how to use the periodic table to determine the number of electrons available for bonding.
- *Students know* the nucleus of the atom is much smaller than the atom yet contains most of its mass.

Suggested Activities

- Core lab: Elemental Design: The Significance of Elements in Healthcare
- Core lab: Flame Test and Component Identification and Analysis
- Explore Your World Repulsion and Attraction p.97
- Lab: Flame Test
- Lab: Metal Detoxification of *C. elegans*
- Case study A Case of Iron Deficiency: Anemia
- Case study Osteoporosis—Marissa, Jeremy, Eleanor
- Case study The Chemistry of Cooley’s Anemia
- Case study Thinking Inside the Box
- Literacy activity: Lead essay
- Lab: Alien Periodic Table
- Lab: Periodic Table Poker
- Project: Water Quality Monitoring and Testing

Suggested Assessment

- *Questions and Problems* **States of Matter**
- *Questions and Problems* **Classification of Matter**
- *Questions and Problems* **Elements and Symbols**
- *Questions and Problems* **The Periodic Table**
- *Questions and Problems* **The Atom**
- *Questions and Problems* **Atomic Number and Mass Number**
- *Questions and Problems* **Isotopes and Atomic Mass**
- *Questions and Problems* **Electron Energy Levels**
- *Questions and Problems* **Periodic Trends**

UNIT III: Chemical Bonding

Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.

Standards Addressed

CA Content Standards for Chemistry: CH 2a – e.

NGSS: HS-PS1-2, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- *Students know* chemical bonds between atoms in molecules such as H_2 , CH_4 , NH_3 , H_2CCH_2 , N_2 , Cl_2 and many large biological molecules are covalent.
- *Students know* salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
- *Students know* the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
- *Students know* how to draw Lewis dot structures

Suggested Activities

- *Core lab:* A Closer Look at Aspirin
- *Core lab:* Forensic Chemistry of Drug Detection Kit
- *Core lab:* The Gloves are Off: Comparing Ionic Compounds and Covalent Compounds
- *Case Study Baffled by the Baby Bottle*
- Lab: Oobleck, Flubber, Goop

Suggested Assessment

- *Questions and Problems* **Periodic Trends**
- *Questions and Problems* **Octet Rule and Ions**
- *Questions and Problems* **Ionic Compounds**
- *Questions and Problems* **Naming and Writing Ionic Formulas**
- *Questions and Problems* **Polyatomic Ions**
- *Questions and Problems* **Covalent Compounds**
- *Questions and Problems* **Electronegativity and Bond Polarity**
- *Questions and Problems* **Shapes and Polarity of Molecules**
- *Questions and Problems* **Attractive Forces in Compounds**

UNIT IV: Chemical Reactions

Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. Chemical equilibrium is a dynamic process at the molecular level. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

Standards Addressed

CA Content Standards for Chemistry: CH 3a – e, CH 8 a – c, and CH 9 a – b.

NGSS: HS-PS1-2, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- Students know how to describe chemical reactions by writing balanced equations.
- Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
- Students know one mole equals 6.02×10^{23} particles (atoms or molecules).
- Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
- Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
- *Students know* how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
- *Students know* equilibrium is established when forward and reverse reaction rates are equal.
- *Students know* the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
- *Students know* how reaction rates depend on such factors as concentration, temperature, and pressure.
- *Students know* the role a catalyst plays in increasing the reaction rate.

Suggested Activities

- *Core lab:* Lab Aids* Identification of Chemical Reactions
- *Core lab:* Synthesis of Aspirin
- *Core lab:* Chemical Reactions for Living Systems
- *Explore Your World* **Calculating Moles in the Kitchen** p.169
- **Explore Your World* **Oxidation of Fruits and Vegetables** p.186
- *Case Study* **Avogadro Goes to Court**
- *Case Study* **Get the Lead Out**
- Lab: Biobridge—*Sensible Smell*
- *Core lab:* Understanding Enzymes
- **Biobridge Lab:** Enzymes and Pharmacy
- Lab: The Effects of pH and Temperature on the Catalase Enzyme in Potatoes
- *Case study* **Sometimes Less is Better—Treatment of Venous Thrombolism**
- *Core lab:* Buffering Capacity of Blood
- *Core lab:* The Effectiveness of Antacids

- *Case study A Better Yield*

Suggested Assessment

- *Questions and Problems* **The Mole**
- *Questions and Problems* **Molar Mass**
- *Questions and Problems* **Chemical Changes**
- *Questions and Problems* **Chemical Equations**
- *Questions and Problems* **Types of Reactions**
- *Questions and Problems* **Oxidation-Reduction Reactions**
- *Questions and Problems* **Mole Relationships in Chemical Equations**
- *Questions and Problems* **Mass Calculations for Reactions**
- *Questions and Problems* **Energy in Chemical Reactions**
- *Questions and Problems* **Enzyme Action**
- *Questions and Problems* **Factors Affecting Enzyme Activity**
- *Questions and Problems* **Enzyme Cofactors**

UNIT V: Gas Laws and Gas Properties

The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.

Standards Addressed

CA Content Standards for Chemistry: CH 4a – e.

NGSS: HS-PS3-1, HS-PS3-2

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
- *Students know* the random motion of molecules explains the diffusion of gases.
- *Students know* how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- *Students know* the values and meanings of standard temperature and pressure (STP).
- *Students know* how to convert between the Celsius and Kelvin temperature scales.
- *Students know* there is no temperature lower than 0 Kelvin.

Suggested Activities

- *Core lab:* Lung Capacity: The Molar Volume of Human Lungs
- *Core lab:* Aspire to Respire: Building a Respiration Model

- *Explore Your World Forming a Gas* p.213
- *Case study A Killer Lake*
- *Case study Gas Cylinders and Safety*

Suggested Assessment

- *Questions and Problems Properties of Gases*
- *Questions and Problems Gas Pressure*
- *Questions and Problems Pressure and Volume (Boyle's Law)*
- *Questions and Problems Temperature and Volume (Charles' Law)*
- *Questions and Problems Temperature and Pressure*
- *Questions and Problems The Combined Gas Law*
- *Questions and Problems Volume and Moles (Avogadro's Law)*
- *Questions and Problems Partial Pressure (Dalton's Law)*

UNIT VI: Acids and Bases

Acids, bases, and salts are three classes of compounds that form ions in water solutions.

Standards Addressed

CA Content Standards for Chemistry: CH 5a – d.

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* the observable properties of acids, bases, and salt solutions.
- *Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
- *Students know* strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- *Students know* how to use the pH scale to characterize acid and base solutions.

Suggested Activities

- *Core lab:* Titration of Aspirin
- *Core lab:* Titration of Antacids
- *Core lab:* Ocean Acidification
- *Core lab:* A Closer Look at Toothpaste
- *Core lab:* How Effective is an Antacid?
- *Explore Your World Using Vegetables and Flowers as pH Indicators*
- *Case study A Killer Lake*
- *Case study An End to Ulcers*
- *Case study Salton, A Sea of Controversy*

Suggested Assessment

- *Questions and Problems* **Acids and Bases**
- *Questions and Problems* **Strengths of Acids and Bases**
- *Questions and Problems* **Ionization of Water**
- *Questions and Problems* **The pH Scale**
- *Questions and Problems* **Reactions of Acids and Bases**
- *Questions and Problems* **Buffers**

UNIT VII: Solutions

Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:

Standards Addressed

CA Content Standards for Chemistry: CH 6a – d.

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* the definitions of *solute* and *solvent*.
- *Students know* how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
- *Students know* temperature, pressure, and surface area affect the dissolving process.
- *Students know* how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

Suggested Activities

- *Core lab:* IV Drips: Making Molar Solutions
- *Core lab:* Investigating Water Pollutants and Water Analysis Activity
- *Core Lab:* Lab Aids* Simulated Urinalysis Kit
- *Explore Your World* **Like Dissolves Like** p. 245
- *Explore Your World* **Preparing Solutions** p. 253
- *Explore Your World* **Everyday Osmosis** p. 270
- *Case study* **A Killer Lake**
- *Case study* **The Case of Ruth James**
- *Case study* **Woe to That Child**
- Lab: Ice Cream Lab: Tasty Solutions
- Lab: Testing Sports Drinks and the Presence of Electrolytes

Suggested Assessment

- *Questions and Problems* **Solutions**
- *Questions and Problems* **Electrolytes and Nonelectrolytes**
- *Questions and Problems* **Solubility**
- *Questions and Problems* **Percent Concentration**
- *Questions and Problems* **Molarity and Dilution**
- *Questions and Problems* **Solutions in Chemical Reactions**
- *Questions and Problems* **Properties of Solutions**

UNIT VIII: Chemical Thermodynamics

Energy is exchanged or transformed in all chemical reactions and physical changes of matter.

Standards Addressed

CA Content Standards for Chemistry: CH 7a – d.

NGSS: HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS1-5

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
- *Students know* chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- *Students know* energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
- *Students know* how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

Suggested Activities

- *Core lab:* Counting Calories
- *Case study* **A Can of Bull**

Suggested Assessment

- *Questions and Problems* **Energy in Chemical Reactions**

UNIT IX: Organic Chemistry and Biochemistry

The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life.

Standards Addressed

CA Content Standards for Chemistry: CH 10a – c.

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-LS1-5, HS-LS1-6, HS-LS2-5

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- *Students know* the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
- *Students know* amino acids are the building blocks of proteins.

Suggested Activities

- *Core lab:* Food Chemistry and Nutrition
- *Core lab:* Sensible Smells
- *Core lab:* Food Chemistry: The Identification of Macromolecules
- *Explore Your World* **Unsaturation in Fats and Oils** p. 391
- *Explore Your World* **Ripening Fruit** p. 384
- *Explore Your World* **Polymers and Recycling Plastics** p.394
- *Explore Your World* **Alcohols in Household Products** p.407
- *Explore Your World* **Sugar and Sweeteners** p.500
- *Explore Your World* **Polysaccharides** p.505
- *Explore Your World* **Types of Fats** p. 528
- *Explore Your World* **Denaturation of Milk** p. 569
- *Explore Your World* **Carbohydrate Digestion** p. 630
- *Explore Your World* **Fat Storage and Blubber** p. 658
- *Case study* **Baffled by the Baby Bottle**
- *Case study* **Should Bill Buy Sammy**
- *Case study* **The Campus Coffee Shop Caffeine Conundrum**
- *Case study* **To Spray or Not to Spray**
- *Case study* **What's in my Water Bottle**
- *Case study* **Would You Supersize My Cancer Please**
- *Plastics Demonstration:* Guest Speaker
- Lab: Flubber
- Modeling Polymers: Use Tangles, Plastic Beads or Baby toys
- Lab: Macromolecules

Suggested Assessment

- *Questions and Problems* **Functional Groups**
- *Questions and Problems* **Polymers of Alkenes**
- *Questions and Problems* **Carbohydrates**
- *Questions and Problems* **Lipids**
- *Questions and Problems* **Components of Nucleic Acids**
- *Questions and Problems* **DNA Double Helix**

UNIT X: Nuclear Chemistry

Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.

Standards Addressed

CA Content Standards for Chemistry: CH 11a – e.

NGSS: HS-PS1-1, HS-PS1-2, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5

CCSS – Science – R1, R2, R3, R4, R8, R9, W1, W3, W4, W7, W9, W10

Instructional Objectives

- *Students know* protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
- *Students know* the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
- *Students know* some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- *Students know* the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
- *Students know* alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

Suggested Activities

- *Core lab:* Daily Dosage of Radiation
- *Core lab:* Unraveling the Mystery of Expiration Dates on Pharmaceutical Medication
- *Core lab:* The Use of Scanning in Diagnosing Patients
- *Explore Your World* **Modeling Half-Lives**
- *Case study* **Irradiation—Is It Consumer Friendly**
- *Case study* **Not Just Another Day at the Beach**

- *Case study* **The Benign Hamburger**

Suggested Assessment

- *Green Chemistry Note* **Radon in Our Homes**
- *Health Note* **Beta Emitters in Medicine**
- *Health Note* **Radiation and Food**
- *Health Note* **Brachytherapy**
- *Health Note* **Radiation Doses in Diagnostic and Therapeutic Procedures**
- *Health Note* **Other Imaging Methods**
- *Green Chemistry Note* **Nuclear Power Plants**
- *Questions and Problems* **Nuclear Fission and Fusion**

Appendix A: HPHS Learning Outcomes for Medical Chemistry

All students will achieve the following PRIDE skills in Chemistry by:

Powerfully Prepared for College and Career (by)

- Demonstrating proficiency in Chemistry on state standards
- Taking and passing practice SAT exams on Chemistry
- Researching, developing and writing a report on a current controversial health topic
- Understanding the process of investigation and experimentation

Responsible Citizen (by):

- Teaching underclassmen and community members about a nutritional topic
- Maintaining organization of papers and assignments
- Coming prepared to class to positively participate in class discussions
- Offering support and help in completing IUP's
- Attending class every day it is in session

Independent Critical Thinker (by)

- Reviewing several information sources and coming to a conclusion
- Supporting all answers with statements of fact
- Evaluating and revising assignments for correctness
- Using logic and reasoning to come to correct conclusions or answers
- Evaluating a problem and devising a experimental procedure to determine an answer
- Understanding and explaining specific chemistry terms and how they are used

Determined Lifelong Learner (by)

- Understanding how chemistry is related to your career choice
- Being intrinsically motivated to improve their ability to solve complex chemistry problems
- Taking an active role in supporting the peers

Excellent Communicator (by)

- Submitting work that is professional looking
- Answering questions with detailed thoughts
- Acting and speaking professionally during a nutrition health fair
- Demonstrating knowledge of correct English conventions when writing
- Writing to inform, persuade, or explain using advanced sentence structures and rhetorical devices
- Using various media and computer programs to enhance presentations and discussions



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1i

Meeting Date: July 16, 2015

Subject: Course of Study Approval: NS Spanish 3 for Health Careers 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for NS Spanish 3 for Health Careers 1P, 2P

Background/Rationale: In “Native Speaker’s Spanish 3 for Health Careers 3”, students continue developing cultural awareness and communication skills in reading, writing, listening, and speaking. This course will integrate medical Spanish to study Health Science and critical aspects of health care that directly affect the Latino community in the United States. The emphasis is on comprehension and production of frequently used language. The students will also study different aspects of culture, current events, and health care in Spanish speaking countries. The course will provide the opportunity to analyze cultural aspects of health care by studying the literature of Spanish and Latin American authors. The students will be able to analyze and discuss a variety of topics on culture and literary works from Spanish speaking countries. The course will be taught exclusively in the target language.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for NS Spanish 3 for Health Careers 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

NS Spanish 3 for Health Careers 1P, 2P

GSS171, GSS172

Segment	High School
Length of Course	One Year
Developed by	A. A. Benjamin Health Professions High School
First Edition	Fall 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE — GENERAL INFORMATION

Course Description

In Native Speaker's Spanish 3 for Health Careers 3 students continue developing cultural awareness and communication skills in reading, writing, listening, and speaking. This course will integrate medical Spanish to study Health Science and critical aspects of health care that directly affect the Latino community in the United States. The emphasis is on comprehension and production of frequently used language. The students will also study different aspects of culture, current events, and health care in Spanish speaking countries.

The course will provide the opportunity to analyze cultural aspects of health care by studying the literature of Spanish and Latin American authors. The students will be able to analyze and discuss a variety of topics on culture and literary works from Spanish speaking countries. The course will be taught exclusively in the target language.

The students will be able to discuss a variety of topics on health care related to family and community practices such as lifestyle, home remedies, access to insurance, and aspects of life that influence wellbeing among Latino communities. The students will learn the basic framework to communicate with Spanish speaking patients in a medical setting.

Rationale

This course will integrate the content of Spanish for Native Speakers and critical aspects of health care and health science relevant to the Latino communities living in the United States. This course also studies the cultural elements of Latin America and Spain by analyzing literary works, traditions, and history of Spanish speaking countries.

This course allows the students to use advanced-level Spanish in the medical field. This course will also inform students about cultural competency and how it affects the outcomes in health care. During the content of this course students will use reading, writing, and speaking to discuss health topics of relevance among Latinos in the United States and Spanish speaking countries. This is an advanced course that can be used to prepare students for the AP test in Spanish.

Goals

- In this course the students will have opportunity to continue refining their communication skills in Spanish and apply their knowledge of the language in medical settings either as a patient or as a health care provider.
- The students will evaluate and analyze the impact of lifestyle on physical and mental health.
- The students will observe and analyze their family's overall wellbeing and the influence of different health care practices in their communities.
- The students will develop cultural awareness and communication skills involving reading, writing, listening, and speaking with emphasis in medical terminology.
- The emphasis of the course will be on comprehension and production of frequently used language including the use of regular/ irregular preterit, discuss leisure time, comment on food, express activity preferences, discuss ways to communicate, react to news, ask for and give information, talk about things and people you know, express personal reactions, discuss family relationships, narrate in the past, discuss family celebrations, talk about activities in progress, discuss ways to stay fit and healthy, talk about daily routine and personal care, make suggestions, and discuss issues that affect personal wellbeing.
- The students will examine how finances affect health care among the Latino community in the United States.
- The students will be able to talk about health, illnesses, and give advice in Spanish.
- The students will learn about the lives and work of community organizers in the Latino community and discuss professionalism, the right to health care, and immigration.
- The students will study different aspects of culture and current events in Spanish speaking countries.
- The students will research volunteer opportunities in a health related field and reflect on the different options to actively participate and complete five community service hours.
- The students will use Spanish in role-playing situations like those in a medical environment to develop language skills and better understand the different roles, conflicts, and processes of the healthcare system.
- The students will identify obstacles immigrant patients encounter when they try to get medical care.
- The students will maintain literacy in Spanish using health care related topics to continue developing skills in reading and writing in Spanish.
- The students will be exposed to Spanish and Latin American Literature while integrating health care related themes.
- The course will promote understanding and pride in the Spanish language and Latin American & Spanish culture.

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Common Core Standards

Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Reading Standards

1. Cite specific textual evidence to support analysis of Spanish texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept;
3. Provide an accurate summary of the text.
4. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks,
5. Attending to special cases or exceptions defined in the text.
6. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific topic context relevant to *grades 9–12 texts and topics*.
7. Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
8. Analyze the author's purpose defining the question the author seeks to address.
9. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information
10. Expressed images/graphics into words.
11. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a problem.
12. Compare and contrast findings presented in a text to those from other sources noting when the findings support or contradict previous explanations or accounts.

Textbook

An Introduction to Spanish for Health Care Workers: Communication and Culture, by Robert O. Chase and Claudia Medina Chase, Third edition, Yale University Press.

Supplemental Instructional Materials

Abriendo Paso Lectura José Diaz and Stephen J. Collins, Prentice Hall 2005

Abriendo Paso Gramática José Diaz and Stephen J. Collins, Prentice Hall 2005

Triangulo, 5th Edition, Softcover (includes 1 Yr Learning Site) (Spanish Edition) by Barbara Gatski (May 3, 2013)

Album Rebecca M. Valette & Joy Renjilian-Burg, DC Heath Co. 1993

Repaso National Textbook Co. 1997

Sendas Literarias Aída Walqui-van & Ruth A. Barrasa, Heinle & Heinle Publishers. 1996

Paisajes Bretz, Dvorak, Kirschner, Bransdorfer. McGraw-Hill. 2006

Network for a Healthy California – Champions for change

<http://www.cachampionsforchange.cdph.ca.gov/en/index.php>

Latino Coalition for a Healthy California

<http://www.lchc.org/>

Medi-Cal Managed Care Health Care Options

<http://www.healthcareoptions.dhcs.ca.gov/HCOCS/Home/default.aspx>

Pew Research Hispanic Trends Project – Hispanics and Health Care in the United States

<http://www.pewhispanic.org/2008/08/13/hispanics-and-health-care-in-the-united-states-access-information-and-knowledge/>

California Health Interview Survey

<http://healthpolicy.ucla.edu/chis/Pages/default.aspx>

US Department of Health and Human Services – The Office of Minority Health

<http://minorityhealth.hhs.gov/espanol/>

Tu Salud Magazine – Your Guide to Latino Health

<http://www.tusaludmag.com/>

Salud de los Hispanoamericanos – MedlinePlus

<http://www.nlm.nih.gov/medlineplus/spanish/hispanicamericanhealth.html>

Centers for Disease Control and Prevention

<http://www.cdc.gov/spanish/>

National Institutes of Health

<http://www.nih.gov/>

UC Davis Medical Center

<http://www.ucdmc.ucdavis.edu/medicalcenter/index.html>

Mayo Clinic

<http://www.mayoclinic.org/>

CIMES – Centro de Investigaciones Médico-Sanitarias

<http://www.cimes.es/>

School of Medicine – Universidad Católica de Chile

<http://medicina.uc.cl/cim/centro-de-investigaciones-medicas>

Undocumented immigrants faces limited healthcare options

http://www.huffingtonpost.com/2014/01/28/undocumented-immigrants-health-care_n_4679348.html

Other Resources

[www.bbc.co.uk/languages /spanish/other.shtml](http://www.bbc.co.uk/languages/spanish/other.shtml)

<http://www.prensaescrita.com/>

www.lamusica.com

www.univision.com

<http://news.bbc.co.uk/hi/spanish/news/>

www.youtube.com

www.eltiempo.com

www.clarin.com

www.elpais.com

SECTION TWO — COURSE UNITS

UNIT 1:

Introduction to personal health, diet, life styles and cultural competency

In this unit the students will evaluate and analyze the impact of lifestyle on physical and mental health. The students will be introduced to the concept of cultural competency and learn how to engage in linguistically and culturally appropriate dialogue with a patient. The students will learn about health indicators and lifestyle as they examine their family's health, diet, and nutrition. The students will continue developing cultural awareness and appropriate vocabulary to be used in basic communication between patients and health care providers. In this unit the students will start reviewing the usage of present tense verbs, stem changing verbs, and irregular conjugations.

Key Assignments

1. Complete survey on healthy habits and nutrition. The students will share their answers in small groups. Each student will talk for one minute in the group and after all the group members have participated, they will rotate and share with a different group of students. When rotations are completed, the students will share with the class what they learned from other students during the activity. This survey will help students become aware of their own personal health and the lifestyle factors that may impact their health in positive and negative ways.
2. Using the textbook: An Introduction to Spanish for Health Care Workers: Communication and Culture, the students will start learning vocabulary to talk about different aspects of personal health by completing two written activities and participating in class discussion about the meaning of “health”. They will have the opportunity talk about some of the health related issues affecting their families and communities.
3. The class starts to identify health behaviors and categorize them as dangerous or beneficial. The students will work in groups to present to the class the list of at least ten behaviors and explain why they are either dangerous or beneficial.
4. The students will prepare a skit to illustrate the conflicts between patients and health care providers due to lack of cultural competency.
5. The students will be able to talk in Spanish about the importance of medical interpretation in the U.S. The students will first read an article about medical interpretation in the US and then make a poster and a presentation to explain communication issues, patient satisfaction, health processes, outcomes, complications, and use of health services.
6. The students will keep a binder with copies of all the assignments done from the beginning to the end of the course to be submitted with portfolio project at the end of the year.

UNIT 2:

Health Care Practices

In this unit the students will observe and analyze their family's overall well-being and the influence of different health care practices in their communities. The students will study vocabulary to talk about home remedies and the appropriate way to communicate such practices to health care providers when acting as medical interpreters. They will continue the discussion on cultural competency, patient satisfaction, diagnosis, and treatment benefits according to the level of cultural sensitivity on the part of the health care providers. The students will also learn key vocabulary to read OTC medications' labels and be able to inform Spanish speaking patients on the content and usage of a given medication. This unit will also travel and cover aspects of international travel and exposure to illnesses abroad. Using the textbook and additional informational and fictional texts the students will be informed about communicable diseases and the precautions needed before traveling abroad.

Key Assignments

1. The students will brainstorm some of the possible elements that are affecting their well-being. After this, they will discuss in small groups the health problems in their families/communities and the solutions or remedies that are being used as treatments.
2. The students will read an article on Family Health and Lifestyle. They will read out loud with a classmate. The students will stop after each reader and talk for one minute about the paragraph that was just read. After reading the paragraph they will summarize the article and then meet two other people to share the most important facts. During this activity, the students will complete a chart to write additional notes. After this the class will discuss final questions.
3. The students will watch a video Choose Health –Five steps for better health- and complete a worksheet. After this, the students will create two case scenarios to represent good and bad lifestyle practices and explain how they affect personal and family health. The students will act case scenarios out and provide a brief explanation at the end of the presentation.
4. In this activity the students will make connections between cultural practices and the role it plays in Latin American literature. The students will complete anticipation reading guide and then read an excerpt from the novel: One Hundred Years of Solitude. After the reading, each student will prepare three questions for one of the characters in the story. Each student will interview five classmates using the questions previously prepared. As students are interviewed they will play the role of the character assigned by the interviewer.
5. The students will research an assigned illness and prepare a PowerPoint presentation to explain symptoms, treatment (Prescriptions, OTC medications, and traditional healing practices), and access to medical care, emergency care, local clinics, costs, and procedures.

UNIT 3:

Finances, Health Insurance Options, and Nationalities

This unit examines how finances affect health care among the Latino community in the United States. The students will research key social problems that affect the well-being of Latino families in the US. The students will learn about ethnic groups in the local community and nationalities of Latinos in the United States. This unit will also include the Integrated Unit our school does on addiction. In this project the students will use the information learned in all their classes and their own research to create a brochure in Spanish on the assigned topic/addiction. They will also study some mathematical expressions to talk about statistics and to interpret graphical data. The students will research health insurance options and do a presentation of their top three plans to the class using graphics and the appropriate vocabulary to interpret data. The students will continue practicing verb conjugations and usage in the imperfect and preterit forms. They will practice narration in the past tense using fictional stories and by completing reading and writing assignments.

Key Assignments

1. The students will review information from previous units by playing Jeopardy. They will answer questions categorized as follows: healthy lifestyles, common illnesses, medications/traditional practices, cultural competency, and access to health care.
2. To understand the current state of health of the Latino population the students will prepare a webpage report on: <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>. They will also research an assigned topic found in the same website and present findings to the class.
3. In this project the students will use the information learned in all their classes and their own research to create a brochure in Spanish on the assigned topic/addiction. They will also study some mathematical expressions to talk about statistics and to interpret graphical data.
4. The students will work in groups to research a social problem that affects the Latino population to create their own informational graphs. Graphs will be posted in the classroom to represent a station in a gallery walk. The students will go to all the stations and take notes on the problem and the data represented in each graph.
5. The students will research health insurance options and prepare a presentation of their top three plans to the class using graphics and the appropriate vocabulary to interpret data.
6. The students will complete a series of worksheet to practice verb conjugations and usage in the imperfect and preterit forms. They will practice narration in the past tense by completing reading and writing assignments.

UNIT 4:

Community Rights (as citizens and patients)

In this unit the students will learn about the lives and work of community organizers in the Latino community by watching three documentaries about the struggle of Chicanos for the land, in the schools, and in the fields. They will discuss professionalism, the right to health care, and immigration. They will also learn Spanish vocabulary to be used in legal and ethical matters. The students will research and discuss in class the rights of patients and the professional code of conduct required by health care providers in the United States. They will also study commands in the positive and negative forms as well as the use of the subjunctive.

Key Assignments

1. Complete worksheets during PBS documentaries about the struggle of Mexican Americans for the land, in the schools, and in the fields. After each film the students will discuss questions in small groups and with the whole class. After watching the three films they will write a one-page individual reflection to be read in class.
2. The students will be introduced to a set of vocabulary used for legal and ethical matters. They will match vocabulary words with the appropriate definition, create a bilingual bingo chart to play in small groups, and play a game to guess the vocabulary item according to given clues.
3. The students will visit the webpage: <http://www.uscis.gov/> to find out information about immigration requirements and processes. The students will take the necessary notes to present information to the class. The students will answer a series of questions that will be shared with the class.
4. The students will debate the advantages and disadvantages that immigrants encounter in the US and the impact that their immigration status has on the quality of their health.
5. The students will watch a PBS video: To the Contrary: Immigration & Population Growth to analyze the consequences that immigration and population growth have on healthcare.
6. The students will prepare a dramatization to explain the healthcare options that undocumented immigrants have in the US. Each group has to explain the content of their presentation and cite verifiable sources to validate their arguments

UNIT 5:

Volunteer and Career Choices

By evaluating the need of their communities, the students will research volunteer opportunities in a health related field and reflect on the different options to actively participate and complete five community service hours. The students must establish a connection between the chosen volunteer activity and the career of their choice. After this, the students will research the career they are interested in and prepare a PowerPoint presentation to explain the professions of their choice. The students must also submit a written report on the chosen career according to a given rubric. They must explain why they chose the career and how they can serve their communities in that profession. In this unit the students will learn vocabulary to talk about career options and practice interviews acting as both the employer and the prospective employee. The students will also practice the use of the conditional tense, present perfect, and review the usage of the subjunctive.

Key Assignments

1. The students will use the correct grammatical forms and vocabulary in Spanish to write a biography of a fictional character who is applying for a job in the medical field.
2. The students will write an application for the fictional character used in previous activity. The students will write the application based on the assigned job description and company.
3. The students will research a career they are interested in and prepare a PowerPoint presentation to explain the profession of their choice. The students must also submit a written report on the chosen career according to a given rubric.
4. The students will complete a series of worksheets to practice the use of the conditional tense, present perfect, and review the usage of the subjunctive.
5. The students will work in small groups to prepare a job interview and present it to the class according to given rubric and vocabulary.
6. The students will write a three-page paper on how to get a job. Paper must be all in Spanish and have a detailed list of steps to follow in the search for the desired occupation.
7. The students will find a place to volunteer 5 hours – preferably in a health related program – and write a reflection on the experience. The students will also present a report to the class.

UNIT 6:

Prevention Programs and Local Healthcare Options

In unit six the students will use the information acquired during the previous units to create a portfolio. They will include a final five-page paper to demonstrate their writing skills and to reflect on the material learned during this course. The students will also prepare for a health fair to inform school community about health issues and prevention programs in the area available for Latino families. They will continue studying grammar structures, reviewing verb conjugation and usage in the imperfect, preterit, present perfect, and past perfect.

Key Assignments

1. Practice exam- The students will take a practice test to review information studied during the year-long course. The students will work in pairs to grade the test and make the necessary corrections.
2. The students will write an outline for their final paper and complete vocabulary and grammar review.
3. The students will create a pamphlet to advertise local free clinics and other clinics available to low income families. The pamphlet must have contact information, hours, and directions.
4. The students will work in groups of four to prepare a health fair to inform Latino families in the school community about health issues and local prevention programs available to them.
5. The students will write a 3-page reflection paper on the topics cover throughout the year. The paper will be part of the portfolio they will put together at the end of the course.

Instructional Methods and/or Strategies

The class will be taught exclusively in the target language. Students will use Spanish to complete assignments, participate in class discussions and debates as well as to write reports and essays. Students taking this course have already been exposed to at least a year of instruction completely in Spanish; for this reason, I do not expect major difficulties regarding the use of the target language during instruction, student participation, and assessment process.

The students will work in groups to prepare reports on current events, culture, and traditions. Each group will be assigned a country and two newspaper sections to present a weekly report to the class. Reports will be based on information obtained from online newspapers and graded according to a given rubric. In addition, each student has to write a 15-line paragraph in Spanish to express his/her reaction to the news and to formulate possible solutions when applicable.

To successfully learn and maintain literacy in Spanish and effectively use medical-related vocabulary, it is important to expose the students to authentic sources of Spanish language such as newspapers, magazines, movies, and online sources of information from Spanish speaking countries (news, radio, television). The students will read articles and essays on topics of interest to discuss and synthesize for the purpose of preparing oral presentations. From time to time, we will also have guess speakers to talk about a variety of issues that affect the Latin American community in the U.S.

Assessment Methods and/or Tools

To receive credit for an assignment it must be complete and turned in on time. Homework will include activities to practice grammar, reading, and writing assignments such as short stories, poetry, synthesis, or analysis of news/literary works to promote critical thinking.

The students will be graded based on individual participation. In some activities the student will be expected to share his/her answers in Spanish with a classmate, in small groups, or with the entire class. Class work includes discussions, oral presentations, and written analysis on information presented through video, audio/songs, articles, literary works, or guess speakers.

There will be an ongoing evaluation to assess oral and written skills. Students can expect a written assessment every week. A test will be given at the end of each chapter. Different formats will be used to assess the four elements of language: listening, writing, speaking, and reading. There will be multiple choice and essay questions. Oral quizzes will be given to assess students' ability to respond to a variety of topics and questions that promote critical thinking.

Ongoing Projects & Activities

- Cultural Participation and Research – On cultural and literary works.

- Video / Audio Activities – On culture, grammar, and health-related topics.
- Oral and written reports on current news from Spanish speaking countries with especial emphasis on current healthcare issues.
- Songs and music from Spanish Speaking countries – Singing and writing
- “Centro Literario” – An opportunity for the students to experience the richness of Spanish and Latin American literary works and culture through live representations of plays, poetry, songs, and dances from Spanish speaking countries
- Integrated Academic Units



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1j

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Medical English Grade 12 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Medical English 12 1P, 2P

Background/Rationale: “Public Health: Reading and Writing Your Way to a Healthier World” is a college preparatory grade twelve course integrated with Health Science and Medical Terminology within a twelfth grade English course. The purpose of this course is to provide students with an increasing and deepening knowledge of English Language Arts through the lens of a health care professional. Through research and the study of complex literature and informational text, students will develop an understanding of the causes and effects of public health issues, empowering them with the knowledge and skills to facilitate change through a variety of roles in the public health care field. Students will use reading, writing, speaking and listening skills effectively in order to evaluate health disparities and facilitate ethical intervention, adapting communication to audience and purpose. The course culminates with an enhanced awareness that empowers students to become public health leaders and professionals.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Medical English Grade 12 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Medical English Grade 12 1P, 2P *EJS401, EJS402*

(Public Health: Reading and Writing Your Way to a Healthier World)

Segment	High School
Length of Course	One Year
Developed by	Michael Shaw
First Edition	Fall 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE — GENERAL INFORMATION

Public Health: Reading and Writing Your Way to a Healthier World (Medical English 12)

Course Description

Public Health: Reading and Writing Your Way to a Healthier World is a college preparatory grade twelve course integrated with Health Science and Medical Terminology within a twelfth grade English course.

Rationale

The purpose of this course is to provide students with an increasing and deepening knowledge of English Language Arts through the lens of a health care professional. Through research and the study of complex literature and informational text, students will develop an understanding of the causes and effects of public health issues, empowering them with the knowledge and skills to facilitate change through a variety of roles in the public health care field. Students will use reading, writing, speaking and listening skills effectively in order to evaluate health disparities and facilitate ethical intervention, adapting communication to audience and purpose. The course culminates with an enhanced awareness that empowers students to become public health leaders and professionals.

Course Goals

Upon completion of this course, students will be able to:

- Evaluate and analyze interventions to improve public health through close readings of complex, informational texts.
- Analyze and synthesize from various ethics journals and informational texts in order to create their own professional code of ethics.
- Make logical inferences from textual evidence about health determinants that may be risk factors for disease.
- Create a 3 – 5 page analytical essay based upon the prior textual evidence and health determinants.
- Create an action plan (guided by current policies and laws) for a community-based intervention addressing the risk factors relevant to their community,
- Work in health care teams while adhering to their ethical guidelines.
- Students will peer edit and create a rough draft of their Code of Ethics as a formative assessment of their application of their knowledge and ideas.
- Students will give an oral presentation which will assess the validity and impact of their information as well as their oral presentation skills. All assessments will be graded using a rubric.

- Students will create a variety of electronic presentations as well as a personal website.
- Students will be evaluated based upon their ability to analyze and synthesize their research in support of their programs and the cohesiveness of their community action plan.
- Students will be assessed on the craft, organization, validity, and feasibility of their interventions.

CALIFORNIA COMMON CORE ENGLISH STANDARDS FOR 11 - 12TH GRADE

READING LITERATURE

CCR-Lit 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR-Lit 2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCR- Lit 3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed).

CCR- Lit 4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCR- Lit 5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCR- Lit 6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. (e.g., satire, sarcasm, irony, or understatement)

CCR- Lit 7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCR- Lit 8 – Not applicable to literature

CCR- Lit 9 – Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCR- Lit 10 – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXTS 11-12

CCR- Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.

CCR-Info 2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCR-Info 3 – Analyze a complex set of idea or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the how an author uses and refines the meaning of a key term or terms over the course of a text. (e.g., how Madison defines *faction* in *Federalist* No. 10) (See grade 11/12 Language standards for additional expectations)

CCR-Info 5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- a. Analyze the use of text features in functional workplace documents (e.g., graphics, headers, captions).

CCR-Info 6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCR-Info 7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCR-Info 8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses.)

CCR-Info 9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCR-Info 10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

WRITING 11-12

CCW 1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

CCW 2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- d. Use precise words and phrases, tilling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW 4 – Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCW 5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCW 6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCW 7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW 8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes.**

CCW 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

CCW 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE 11-12

CCL – 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references as needed.

CCL – 2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

CCL – 3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCL – 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase.

CCL – 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text
- b. Analyze nuances in the meaning of words with similar denotations.

CCL – 6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING 11-12

CCSL – 1 – Initiate and participate effectively in a range of range of collaborative discussions with diverse partners on topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives, synthesize comments and claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSL – 2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSL – 3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

CCSL – 4 – Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.
- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.

CCSL – 5 – Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL – 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS

1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields

2.0 - Understand Public Health and related issues

3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking

4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).

- 5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
- 6. 0 - Determine what aspects of health care are crucial to society
- 7. 0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
- 9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
- 10. 0 - Consider and research careers in the health care industry

HPHS PRIDE OUTCOMES FOR MEDICAL ENGLISH 12

Powerfully Prepared for College and Career (by):

- Demonstrating proficiency in the ability to prepare college-level research papers
- Turning in high quality, legible, and completed work
- Preparing to continue their education and career goals beyond graduation

Responsible Citizen (by):

- Turning in all assignments on time
- Coming prepared to class with all of the necessary items and ready to learn
- Maintaining organization of all English handouts and assignments
- Treating all students with patience and respect
- Advocating for themselves in a mature and appropriate manner

Independent Critical Thinker (by):

- Generating and answering complex questions that require multiple steps and synthesis of various sources of information
- Incorporate varying viewpoints to arrive at logical, well-reasoned conclusions
- Successfully use guidelines (rubrics) to organize and accurately evaluate the task(s) presented to you

Determined Life Long Learner (by):

- Being intrinsically motivated to answer complex questions that are not necessarily within the given curriculum
- Staying motivated to achieve proficiency in topics

Excellent Communicator (by):

- Completing various projects that are complete and thorough
- Acting and speaking professionally in the classroom
- Demonstrating knowledge, use and pronunciation of correct English and scientific terms when speaking and writing
- Using various media and computer programs to enhance presentations and discussions

INSTRUCTIONAL MATERIALS:

Holt Literature and Language Arts Sixth Course

SUPPLEMENTARY MATERIALS:

(See individual units)

SUGGESTED TIME FOR COVERING MAJOR UNITS

Unit I, Course Introduction:

- APA Style and Research Review..... 5 Days
- Create a Code of Ethics..... 6 Days
- Analytical Essay/ Presentation: Risk Factors for Disease..... 10 Days
- Collaborative Project (with presentations)..... 10 Days

Total Time for unit..... 31 Days

Unit II, Community Health Programs:

- Informational Essay (with research lab work).....10 Days
- Multi-media Presentation.....10 Days
- Brochure.....7 Days
- Advocacy Campaign.....14 Days

Total Time for Unit.....41 Days

Unit III, Gerontology:

- Create a Website.....12 Days
- Argumentative Essay.....5 Days
- Compare / Contrast Essay.....7 Days
- Public Service Announcement.....10 Days

Total Time for Unit.....42 Days

Unit IV, Environmental Health Hazard

- Analytical Essay.....7 Days
- Online Research essays prep / practice for Mock Trial.....15 Days
- Argumentative Essay (Court case examination).....10 Days
- Mock Trial (Environmental Hazards Court only).....10 Days

Total Time for Unit.....42 Days

Unit V, Disease

- Cause and Effect Essay.....7 Days
- Close Read and Annotation of Case Studies.....5 Days
- Dialectical Journal.....3 Days
- Personal Health Journal (Running concurrently with unit).....2 Days

- Three page Fictional Case Study.....6 Days
 - 5-7 page Final Case Study (with research).....10 Days
 - Student Case Study Presentation7 Days
- Total** time for Unit.....40 Days

TEACHER RESOURCES

Holt Literature and Language Sixth Course Instructor Edition

RECOMMENDED STUDENT RESOURCES

Holt Literature and Language Arts Sixth Course

SECTION TWO — COURSE UNITS

UNIT I – Introduction to Public Health

In this introductory unit, students will be instructed in proper APA format for all research outlines as well as papers. Students will work collaboratively in public health teams to examine and suggest ways to improve health care within the local community.

Instructional Materials

Holt Literature and Language Arts - Sixth Course

The Purdue University Online Writing Lab APA Style Guide

Supplemental Materials

American Nurses Association Code of Ethics

“Examples of Successful Community-Based Public Health Interventions” at www.cahpf.org

Standards Addressed

CCSS Reading Standard: 1, 4, 7

CCSS Writing Standards: 1a-c, 2a,b, 4, 6, 8, 9

CTE Standards: 1, 2, 4, 6, 8

Instructional Objectives

- Students will examine and use the Purdue Online Writing Lab (OWL) APA style guide to construct a research paper.
- Students will research and develop a code of professional ethics.
- Students will evaluate and analyze possible interventions to improve public health in their local community.
- Students will work in collaborative units to create action plan for community intervention health strategies.

Suggested Activities

1. Introduction to APA Style Guide

Students examine the Purdue University Online Writing Lab (OWL). Proper APA style is examined including in-text citation, reference, appendices and other format and style structures.

2. Create a Code of Ethics

Students form public health teams and analyze various ethical guidelines in order to create their own code of professional health care ethics. Using this code, students will respond to potential ethical dilemmas.

3. Analytical Essay and Presentation

Students research health determinism and risk factors for diseases in their community. Students will write a 3-5 page (double-spaced) analytical essay, not including title and reference page.

4. **Collaborative Project: Community Based Interventions**

Students work in collaborative teams, adhering to their ethical guidelines, to write an action plan for a community-based intervention. Action Plans are presented to the class and graded with a standard rubric.

Suggested Assessment

- Test on APA style guide and format of college-level research paper
- Peer Review and standardized essay scoring rubric for all essays and papers.

UNIT II – Community Health Programs

In this unit, students evaluate public health policies and programs of the past and present to prepare them for developing a community advocacy plan that targets a specific community health need. By close reading of textbooks, public health journals and literary works, students will compare and contrast past social movements and current methods of public health education and disease control.

Instructional Materials

- Holt Literature and Language Arts - Sixth Course. *A Modest Proposal*, by Jonathan Swift. *Top of The Food Chain*, by T. Coraghessan Boyle.
- *Inside The Outbreaks* by Mark Pendergrast
- Shelley, Mary *Frankenstein*

Supplemental Materials

- *Health Disparities Based on Socioeconomic Inequities (On-line journal)*.
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

Standards Addressed

CCSS Reading Standards: 1, 2, 6, 9, 10

CCSS Writing Standards: 1, 1a, b, 2a – f, 4, 5

CTE Standards: 2, 4, 6, 8

Instructional Objectives:

Students will be able to:

- Use proper APA format in essays and research papers
- Students will write and informational
- Define specific medical terms which appear in the various texts and literary works (medical vocabulary)
- Create a Code of Proper Ethical Behavior
- Annotate various text and literary works
- Compare and contrast past social movements and current methods of public health education.
- Become advocates for change by analyzing community health needs
- Write and implement a public health awareness proposal
- Compose a variety of essays
- Create a brochure on their Community Action Plan
- Create a multimedia presentation on ways to halt the spread of epidemics through strong public health programs

- Present their findings for the Collaborative Project with an oral report before the class

Suggested Activities:

1. **APA and Research Introduction:** Using information from the Purdue Online Writing Lab (OWL) as well as other instructional materials, students will analyze and construct a proper APA format research paper. This will include two rough drafts as well as the finished paper. Skills needed for proper research (citation, annotation, etc.) will also be covered.
2. **Informational Essay:** Compose a 4-6 page college-level research (Informational) paper in proper APA format. Paper will include in-text citations, as well a title page, reference pages and informational charts and graphs as needed.
3. **Multi-media presentation (Power Point):** Create a presentation on halting the spread of individual epidemics. Surveillance, prevention, intervention and planning will be examined in detail.
4. **Book Study:** Students read *Frankenstein* and write a 8-10 page paper examining the parameters of what determines ethical medical research: Individual rights or the good of the greater community?
5. **Brochure:** Students will construct brochures on their Community Action Plan. Students will then present the brochures before the class.
6. **Advocacy Campaign:** Students will construct a Public Health Awareness Proposal that uses *at least three rhetorical strategies* and which target a specific population and specific public need. Campaign will be presented in class for peer review and analysis.

Suggested Assessments:

- APA Style Guide, and standardized rubrics (depending on type of paper or essay) will be used on all written assignments
- Campaign will be peer reviewed on in class using an Oral Presentation rubric
- Book Study will be graded using the “Short Form” book report as well as ethical analysis questions.
- Brochure presentation will be graded with HPHS standard Oral Presentation rubric.

UNIT III: Gerontology: The Life Continuum

One social determinant that affects health care outcomes is age. This unit examines the physical, social, and psychological aspects of the elderly as students read, analyze and discuss diverse texts that examine personal and institutional influences in gerontology. Students synthesize and evaluate entitlement plans and programs designed for later years, such as Medicare, Medicaid and Social Security in compare and contrast essays. To understand social gerontology and how living situations and end of life care impact disease, students will investigate alternative living options, such as family assisted living, community assisted living, skilled nursing facilities and hospice care and determine the validity of programs available to community members. Various forms of literature on aging and death will also be examined.

Instructional Materials

- Dickenson, Emily *“Because I Could Not Stop For Death”*.
- Donne, John *“Death Be Not Proud”*
- Faulkner, William *“A Rose for Emily”*
- Holt Literature and Language Arts - Sixth Course *“The Lake Isle of Innisfree”* and other poems by William Butler Yeats
- Shakespeare, William. *King Lear*

Supplemental Materials

- Auden, W. H. "Stop All the Clocks"
- Buettner, Dan. "The Island Where People Forget to Die" New York Times
- *The Forgetting, A Portrait of Alzheimer's*. PBS, Frontline (video)
- *Life and Death in Assisted Living*. PBS Frontline (video)
- *The Trip to Bountiful* (video).

Standards Addressed

CCSS Reading Standards: 1, 2, 4, 11, 12

CCSS Writing Standards: 1 a-f, 3a-d 4, 5, 6, 7, 8, 9, 10

CTE Standards: 2, 3, 4, 6, 7, 8,

Instructional Objectives

- Students will research and write an argumentative and a compare / contrast essay.
- Students will read and analyze a variety of diverse texts and sources of information dealing with aging and the growing challenges facing society.
- Students research, evaluate and synthesize various entitlement

- programs designed for later years in life
- Students will develop a Public Service Announcement (PSA) as well as a Multi-media presentation.

Suggested Activities

1. **Create a Web Site:** Students will create a Public and Community Health Website that will examine gerontology and its social implications.
2. **Argumentative essay:** Students will do a close read and analysis of “*A Rose For Emily*” as well as annotate the reading. Students will identify setting and theme, and evaluate the perceptions of the protagonist. Students must then write an essay that argues or defends how Emily contributes to her community.
3. **Compare / Contrast Essay:** Students will view PBS Frontline video *Life and Death in Assisted Living*. Students will create interview questions associated with assisted living. Questions should address issues associated with assisted living. Question should address common threats to loss of independence, safety, medication management and lifestyle.
4. **Public Service Announcement:** Students will analyze Social Security, Medicare, Medicaid and three other private insurance offerings and evaluate the effectiveness of each program. Students should assess how these policies, regulations and programs impact older adults as well as their caregivers.
5. **Multi Media Presentation (PSA):** Students will read selected articles and differentiate between normal changes in functioning adults due to aging and pathological changes leading to disease. Student will examine issues such as depression, suicide and Alzheimer’s. Students will create a multimedia presentation of this information in the form of a video, Power Point or other preapproved media.

Suggested Assessments

- Standardized rubrics (depending on the type of written assignment) will be used to grade all written work.
- PSA and Multi Media Presentation will use HPHS Oral Presentation Rubric as well as rubrics for both forms of electronic presentations.

Unit IV: Environmental Health Hazards

In this unit, students evaluate the human health impact of the environmental factors of food quality through close reading and analysis of *The Jungle* by Upton Sinclair and other supplemental articles, as well as legislation and regulations which impact the all areas of the environment. They will use this analysis to write a 3-5 page essay. Students will evaluate the factors of water quality by reading excerpts from the book *A Civil Action* by Jonathan Harr and add a description of scientific issues and major events to the Multi Media presentation they created in Unit Three. Students will also hold a mock trial based upon the environmental information which they have gathered.

Instructional Materials

- Holt Literature and Language Arts - Sixth Course. *The Chimney Sweeper* from *Songs of Innocence* and *Songs of Experience*.
- Harr, Jonathan. *A Civil Action*
- Sinclair, Upton. *The Jungle*

Supplemental Materials

- *A Civil Action* (video)
- Hamburg, Margaret A. M.D., *Remarks at the PhRMA 52nd Annual Meeting* (available online)
- Lynn, Joanne *Sick to Death and Not Going to Take it Anymore*.

Standards Addressed

CCSS Reading Standards: 1, 2, 3

CCSS Writing Standards: 1a-d, f, 2a-b, 3a-e

CCSS Speaking and listening Standards: 2, 4a-b, 6

CTE Standards:

Instructional Objectives

- Students will analyze different factors that impact food quality in the United States
- Students will close read *The Jungle* and prepare a 3-5 page paper
- Students will analyze and discuss (small group) *A Civil Action*
- Students will research online legal cases involving environmental pollution.
- Students will research state and federal environmental regulations

Suggested Activities

1. Analytical Essay:

Students read and analyze *The Jungle* by Upton Sinclair. Quote analysis and connections will be used as a formative assessment to determine depth of knowledge of food safety and its implications. Students submit a rough draft as well as a finished paper totaling 5-7 pages. Quote analysis will be used as the formative assessment.

2. Argumentative Essay: Environmental Hazards that Cause Disease

Students research a court case based upon an environmental hazard that has caused disease in a community, providing an argument for either the plaintiff or the defendant. Students write a 5-7 page argument essay detailing the data and evidence used in the court case to make their argument. Students must correctly cite their sources and include a reference page.

3. Mock Trial: Environmental Hazards Court Case

Students use the knowledge they have acquired about the environmental health issue they have researched for their argumentative essay to plan and present an argument. Students must present a specific claim and create a cohesive and logical sequence of evidence and possible counterclaims to support the argument presented.

Suggested Assessments

- Standardized rubrics (depending on the type of written assignment) will be used to grade all written work.
- Mock Trial will be judged by the classroom “Jury” using both the HPHS Oral Presentation Rubric and a questionnaire (“Did the plaintiff prove their case?”)

UNIT V DISEASE

This unit will focus on holistic concepts of acute and chronic diseases and how individuals and public health institutions can work together to promote wellness and decrease disease. After examining public health strategies, health care disparities, demographic and environmental issues in previous units, students will synthesize and apply this knowledge in a final culminating project that highlights prevention and intervention strategies for one particular disease.

Instructional Materials

- Center for Disease Control and Prevention “*Social Determinants of Health.*”
- Holt Literature and Language Arts - Sixth Course “*No Witchcraft for Sale*” by Doris Lessing.
- Morre, Lorrie. “*Cancer: The only People here: Canonical Babbling in PEED ONK.*” Available online.
- Shilts, Randy. *And the Bond Played On*

Supplemental Materials

- Somserset, W. *Sanatorium*
- Packard, Randall. *The Making of a Tropical Disease: A Short History of Malaria* (selected chapters)
- World Health Organization. “*WHO Health Impact Assessment.*”
- *Yesterday* – Global Aids Film

Standards Addressed

CCSS Reading Standards: 1, 2, 3, 4, 7
CCSS Writing Standards: 1a-c, 2a-b, 3a-e, 4, 5,
CTE Standards: 2, 3, 4, 6, 8

Instructional Objectives

- Students will research, synthesize and present information from a wide variety of sources.
- Students will present research information in a cause and effect essay.
- Students will examine and report on various causes of a particular disease.
- Students will keep a journal recording and assessing behaviors that may lead to acquiring diseases.
- Students will keep a personal health journal.
- Students will close read and annotate online case studies.
- Students will create their own fictional case studies.

- Students will present their fictional case study before the class.
- Students will create a final 5-7 page research paper.

Suggested Activities

1. Students close read and annotate case studies on tuberculosis and diabetes using the information provided at the CDC website. Students compare and contrast risk factors that affect an infectious and a chronic disease.
2. Students write a 3-5 page properly cited cause and effect essay that identifies specific social determinants that affect these diseases and propose possible solutions.
3. Students will read excerpts from sections of fiction and nonfiction and create a dialectic journal in order to illustrate the themes of stigma, discrimination, and long term suffering of diseases.
4. Students will keep a personal health journal in which they identify one personal health goal. Journal is kept for three weeks and students reflect on their behavior change.
5. Using the information gathered, students will create their own case study as informative text citing evidence of identified risk factors, diagnosis and prognosis as well as prescription for prevention and change.

Suggested Assessments

- Students will be graded on close reading / annotation skills by the use of an HPHS rubric (“Advanced” to “Emerging”).
- All papers or essays will be graded using proper APA format as well individual rubrics (depending upon type of paper or essay).
- Journals (both dialectic and personal) will be rubric graded.
- Final case study presentation will be graded using the HPHS Oral Presentation Rubric.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1k

Meeting Date: July 16, 2015

Subject: Course of Study Approval: U.S. History: Public Health 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for U.S. History: Public Health 1P, 2P

Background/Rationale: “U.S. History and Public Health” is a course with an emphasis on the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War and the Great Depression. The course focus is on the History of Medicine and Public Health in America from its founding to the present and aligns with the California Content Standards for Social Studies 11, Common Core Standards for Literacy in Content Areas, and CTE standards.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for U.S. History: Public Health 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

U.S. History: Public Health 1P, 2P
SHS271, SHS272

Segment	High School
Length of Course	One Year
Developed by	Allison Alair Christin O'Cuddehy
First Edition	2014 - 2015

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE — GENERAL INFORMATION

U.S. History and Public Health

COURSE DESCRIPTION

U. S. History and Public Health is a course with an emphasis on the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War and the Great Depression. The course focus is on the History of Medicine and Public Health in America from its founding to the present and aligns with the California Content Standards for Social Studies 11, Common Core Standards for Literacy in Content Areas, and CTE standards.

In U.S. History and Public Health students study the major turning points in American history in the twentieth century and enhance their experience by infusing medical topics into each unit. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, including natural rights and the Rationalist belief in man's duty to improve society, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, both their social and cultural effects as well as their effects on healthcare and public health. Students trace the change in the ethnic composition of American society and its implications for health care disparities, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social and medical problems of our time and trace their causes in historical events. Students track major medical developments through history and focus on the history of Public Health in America. They explore how the United States has served as a model for other nations and come to understand that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

RATIONALE

During the year long course, students will chronologically examine U.S. History and the progress of Public Health to develop the skills required to college and career readiness.

COURSE GOALS

Upon completion of this course, students will be able to:

- Analyze the significant events in founding of the nation
- Identify the important documents of American Democracy- The Declaration of Independence and the U.S. Constitution
- Show the impact of the Enlightenment on the rise of democratic ideas in America
- Trace the history of Public Health in America
- Create a History of Medicine Timeline
- Explain the cause and course of the Civil War
- Perform a Civil War battlefield triage reenactment scene
- Follow the social, economic, and political changes caused by the Industrial Revolution
- Diagnose common factory injuries during the Industrial Revolution
- Describe the health risks and diseases as a result in the overcrowding of urban cities during the turn of the century and show what role sanitation and hygiene play in health
- Analyze the role Progressivism played in great social change
- Write about how religion played a role in the founding of America and had lasting moral, social, and political impacts on issues regarding religious liberty, civil rights, and medical ethics.
- Explain the history of the Food and Drug Administration
- Describe the reason for the passage of the Food and Drug Act of 1906
- Trace the history of illegal drugs in the United States
- Compare the horrors of the meat packing industry from the early 1900's to information learned about current food processing in America
- Watch the documentary Food, Inc.
- Trace the rise of the U.S. to its role as a world power in the 20th century
- Describe Theodore Roosevelt's foreign policy
- Explain how, when and why the U.S. entered WWI
- Identify and define key medical terms used in battlefield triage settings and use them in explaining medical issues.
- Describe the horrors of trench warfare
- Diagnose common trench warfare-related illnesses in WWI
- Demonstrate knowledge of epidemiology
- Describe the 1918 Flu Epidemic- its cause, symptoms, and spread
- Explain how the Treaty of Versailles contributed to the start of WWII
- Understand how the nation's path from The Roaring 20's to the Harlem Renaissance, Stock Market Crash, and Great Depression still resonates in our modern economic concerns.
- Show how the technological advances of the 1920's impacted popular culture and medicine
- Analyze how the New Deal fundamentally changed the role of the federal government
- Analyze America's participation in WWII
- Explain the cause, course and major battles of WWII
- Identify the Axis and Allied Power on a world map

- List the medical technology that has been created during times of war
- Explain how the end of WWII brought on the Cold War
- List the major events of the Cold War
- Listen to lectures from John Hopkins Bloomberg School of Public Health online course
- Read three books; *A Midwife's Tale*, *The Jungle*, *Major Problems in the history of American Medicine and Health*

COURSE STANDARDS

11th Grade U.S. History California Content Standards

Grade 11 Standard 1:

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Grade11 Standard 2:

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

Grade 11 Standard 3:

Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

Grade 11 Standard 4:

Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

Grade 11 Standard 5:

Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Grade 11 Standard 6:

Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Grade 11 Standard 7:

Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

Grade 11 Standard 8:

Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Grade 11 Standard 9:

Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - a. The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - b. The Truman Doctrine
 - c. The Berlin Blockade
 - d. The Korean War
 - e. The Bay of Pigs invasion and the Cuban Missile Crisis
 - f. Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
 - g. The Vietnam War
 - h. Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Grade 11 Standard 10:

Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Grade 11 Standard 11:

Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-12

Grades 11-12 Students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12

Grades 11-12 Students:

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and d. techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)

Craft and Structure

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Integration of Knowledge and Ideas

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CTE STANDARDS

- 1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields
- 2.0 - Understand Public Health and related issues
- 3.0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking
- 4.0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).
- 5.0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
- 6.0 - Determine what aspects of health care are crucial to society
- 7.0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
- 9.0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
- 10.0 - Consider and research careers in the health care industry

INSTRUCTIONAL MATERIALS:

Holt U.S. History Textbook-American Anthem

Holt U.S. History workbook-American Anthem

Major Problems in the American History and Public Health

John Hopkins Bloomberg School of Public Health-online course

SUPPLEMENTARY MATERIALS:

1. iCivics.com
2. Secrets of the Dead-PBS-1918 Flu Epidemic
3. Food Inc. Documentary
4. Rx for Survival documentary
5. War Horse (excerpt)
6. Glory (excerpt)
7. Saving Private Ryan (excerpt)
8. Various YouTube videos- Shell Shock, Roaring 20's
9. Textbook Title: Introduction to Health Science Technology
10. Novel: The Jungle, Upton Sinclair
11. Novel: A Midwife's Tale
12. Non-fiction: Major Problems in the history of American Medical and Health
13. Non-fiction: A People's History of the United States
14. Internet: D'Arrigo Contract Signed, United Farm Workers
15. Title: Guns, Germs, and Steel: The fates of human societies
16. Title: Women's Rights Movement Timeline
URL Resource(s): <http://www.infoplease.com/spot/womenstimeline2.html#ixzz20uJRuNSs>

17. Title: The History of Medicine "1800-1850"
 Publisher: Wellness Directory of Minnesota
 URL Resource(s): www.mnwelldir.org/docs/history/history03.htm
18. Title: Check Up! "A guide to the special health care needs of ethnic religious minority communities"
 URL Resource(s): www.diversiton.com/downloads/checkup.pdf
19. Title: Early History of Infectious Disease
 URL Resource(s): www.jblearning.com/samples/0763728799/28799_CH01_001_022.pdf
20. Title: Framing Obesity: The Evolution of News Discourse on Public Health Issue.
 URL Resource(s):
hks.harvard.edu/presspol/publications/papers/working_papers/2004_05_lawrence.pdf
21. Title: The Policies of Medicare and Health Reform Then and Now
22. Title: Into the Light "As Battlefield Medicine Continues its Evolution, Soldiers, and Medics Reap Benefits"
 URL Resource(s): www.riley.army.mil/documents/dutyfirst/110808101511.pdf
23. Title: Your Rights Under Title VI of the Civil Rights of 1964
 URL Resource(s):
www.hhs.gov/ocr/civilrights/resources/factsheets/yourrightsundertitleviofthecivilrightsact.pdf
24. Title: Skills for Psychological Recovery
 URL Resource(s): <http://www.royalcommission.vic.gov.au/Documents/Document-files/Exhibits/WIT-3001>
25. Title: The Tuskegee Syphilis Study
26. Title: Why Provide Insurance Protection for Injured Workers?
 URL Resource(s): <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1888620/>
27. Title: Positive and Negative Impacts of The New Deal
 URL Resource(s): <http://www.encyclopedia.com/doc/1G2-3468301291.html>
28. Title: The Birth of the Clinic
29. Title: Epidemics and Ideas: Essays on the Historical Perception of Pestilence
30. Titles: Center For Disease Control and Prevention - website and public postings
 Edition: Unknown
 Publisher: [cdc.gov](http://www.cdc.gov)
 Author(s): Center For Disease Control and Prevention
 URL Resource(s):
<http://www.cdc.gov/DiseasesConditions/>
<http://www.cdc.gov/HealthyLiving/>
<http://emergency.cdc.gov/>
<http://www.cdc.gov/InjuryViolenceSafety/>
<http://www.cdc.gov/Environmental/>
<http://www.cdc.gov/Workplace/>
<http://www.cdc.gov/stltpublichealth/index.html>
<http://www.cdc.gov/DataStatistics/>
<http://www.cdc.gov/GlobalHealth/>
<http://wwwnc.cdc.gov/travel/>
<http://www.cdc.gov/LifeStages/>
31. Titles: American Medical Association
 Author(s): American Medical Association
 URL Resource(s):
<http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/medical-science.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/public-health.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/health-information-technology.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/patient-education-materials.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/legal-topics.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/clinical-practice-improvement.page?>
<http://www.ama-assn.org/ama/pub/education-careers/becoming-physician.page?>
<http://www.ama-assn.org/ama/pub/education-careers/careers-health-care.page?>

32. Publication: Scientific American: Guest Blog
 33. When Religion Collides With Medical Care: Who Decides What is Right for You?
 URL Resource: <http://blogs.scientificamerican.com/guest-blog/2012/04/02/molecules-to-medicine-when-religion-collides-with-medical-care-who-decides-what-is-right-for-you/>
 Additional URL Resources:
 34. National Association of Public Hospitals and Health Systems (NAPH)
 35. <http://www.naph.org/Homepage-Sections/explore/History/1860.aspx>
 36. http://womenshistory.about.com/od/civilwar/p/ussc_civil_war.htm

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit I	Democracy and Healthcare in America	4 weeks
Unit II.....	Civil War Medicine-Triage and Nursing	2 weeks
Unit III.....	Industrial Revolution-Life and Death	3 weeks
Unit IV	Progressivism and Public Health	3 weeks
Unit V	World War I and Trench Warfare-Injuries and Diseases	4 weeks
Unit VI	Great Depression-Government’s role in health and welfare	2 weeks
Unit VII	WWII - Technology and Medicine	3 weeks
Unit VIII	Cold War-DNA, Medical Imaging	4 weeks
Unit IX	Civil Rights-Healthcare Disparities-Medicare/Medicaid	3 weeks
Unit X	1970’s-1980’s Modern Public Health Epidemics	4 weeks
Unit XI	End of the Cold War, Terrorism, Obama Care	2 weeks
Unit XII.....	Global Health-America’s Role-Rx for Survival	2 weeks

TEACHER RESOURCES

- Holt U.S. History Textbook-American Anthem*
Holt U.S. History Workbook-American Anthem

RECOMMENDED STUDENT RESOURCES

- Holt U.S. History Textbook-American Anthem*
Holt U.S. History Workbook-American Anthem

SECTION TWO — COURSE UNITS

UNIT I: Democracy and Healthcare in America

This unit provides an introduction to democracy and the significant events in the founding of the nation. The unit focuses on the ideological origins of the American Revolution, the Founding Fathers' philosophy of unalienable natural rights, the debates on the drafting and ratification on the Constitution and Bill of Rights. With a focus on patient's rights, students will determine whether or not the founding fathers should have included health care in the Bill of Rights. Students will ask and answer if the Declaration of Independence should have read, "Life, Liberty, Health and the Pursuit of Happiness." They will then write their own Declaration of Health Care Independence, creating a list of patient's right, using the Patient's Rights Act of 1996 as a guideline.

California Content Standard for Social Studies Addressed

11.1, 11.1.1, 11.1.2, 11.1.3

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.3, R.7

CCSS W.1a, c, e, W.2

CTE Standards - 3, 4, 6, 8

Instructional Objectives

Students will be able to:

- Analyze the significant events in the founding of the nation
- Identify the philosophy of government described in the Declaration of Independence
- Explore connections between the government and health care- is it a right?
- Discover whether or not the founding fathers would have voted for universal health care
- Understand the history of the Constitution after 1987 with emphasis on federal versus state authority and connect it to current state battles over Obama Care
- Explain why some states are not expanding Medicaid

Suggested Activities – Students will

- Read the Founding of the Nation chapter in the textbook
- Create class posters listing the amendments to the constitution
- Write a persuasive 5 paragraph letter to Congress arguing for stronger states' rights.
- Write a healthcare amendment for the Bill of Rights and present it to the class
- Start a "History of Medicine Timeline" (ongoing, all year)
- Read Holt Textbook, Chapter on Civil War
- Complete textbook and workbook vocabulary and section assessments
- iCivics.com- Foundations of Government, Road to Constitution, The Constitution, The 3 Branches of Government

- VIDEO-Obama's Deal-Frontline, PBS

Suggested Assessment

- Unit test-Holt textbook
- Argument letter to Congress on states' rights
- On-going vocabulary tests

UNIT II: Civil War Medicine-Triage and Nursing

In this unit, students will examine the effects of the Civil War and Reconstruction on Public Health. They will analyze and explain huge demographic shifts and the emergence of the United States in the late nineteenth century as a world power. This unit provides the students with the understanding of public sanitation and how it is related to general health and hygiene. The students will follow the birth of Public Health in America.

California Content Standard for Social Studies Addressed

11.1, 11.1.4

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.7, R.

CCSS W.1e, W.2a, b, e

CTE Standards - 3, 5, 8

Instructional Objectives

Students will be able to:

- Examine the effects of the Civil War and Reconstruction
- Follow the history of the industrial revolution
- Produce and reenact a battlefield triage scene from the Civil War

Suggested Activities

- Read the Civil War chapter in the textbook
- Work in a group to create a Civil War battlefield triage reenactment scene
- Watch excerpts from *Glory* and Ken Burns' Documentary *The Civil War* and compare the medical technology and hygiene to battlefield settings today
- Read Holt Textbook, Chapter on Civil War
- Complete textbook and workbook vocabulary and section assessments
- Watch Civil War Medical Station reenactments on YouTube and take notes to get ideas for group reenactment scene

Suggested Assessment

- Write a five paragraph letter from a Civil War doctor home to his family describing the horrid conditions of trying to perform surgery on the battlefield.
- History of Medicine Timeline

UNIT III: Industrial Revolution-Life and Death

Students will analyze the relationship among the rise of industrialization, large-scale urban-to-rural migration, immigration from Europe, and the health issues related to urban crowding. They will also investigate the working conditions in factories during the Industrial Revolution and the role unions played in improving conditions.

Standards Addressed

11.2, 11.2.1, 11.2.3, 11.2.4, 11.2.5, 11.2.6, 11.2.7,

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.4, R.7

CCSS W.2, a, d, e, W.7, W.8

CTE Standards - 3, 4, 6, 7

Instructional Objectives

Students will be able to:

- Follow the history of the industrial revolution
- Read excerpts from Upton Sinclair's novel, *The Jungle*, and explain the effects of industrialization on working conditions.
- Compare the horrors of the meat packing industry then to modern food processing by watching the documentary *Food, Inc.*
- Trace the origin of the FDA and explain how the 1906 Food and Drug Act still impacts food and drug safety today
- Explain the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
- Trace the economic development of the United States and its emergence as a major industrial power.
- The Union's role and the history of workplace injuries: 1900-OSHA (1971)

Suggested Activities

- Read the chapter on the Industrial Revolution in the textbook
- Read and annotate excerpts from Upton Sinclair's *The Jungle*
- Read various articles regarding factory working conditions during the Industrial Revolution and determine how those issues would be addressed by OSHA today.
- Watch *Food, Inc.* and video clips pertaining to *The Jungle*
- Create a group FDA poster showing one time period in its history
- PowerPoint presentation showing the living or working conditions during this time period- take notes to use in Triangle Shirtwaist Fire assessment letter
- Triangle Shirtwaist Fire- Create a memorial for classroom wall
- Video-Hooked-History of illegal drugs in the U.S. (FDA History)

Suggested Assessment

- Vocabulary Booklet
- Holt Textbook chapter on Industrial Revolution
- Holt Chapter Test

- PowerPoint presentation showing the living or working conditions during this time period
- Write a letter as a family member of a victim of the Triangle Shirtwaist Fire, to the owners of the building and the City of New York, asking for fire code regulations.
- Medical History Timeline

UNIT IV: Progressivism and Public Health

Students will be able to identify, define, and recognize key elements of Progressivism. They will analyze how the progressive movement impacted the health, safety and welfare of urban Americans around the turn of the century. The students will apply this knowledge by examining several articles and videos regarding the Progressives and urban squalor. They will understand the importance of the balance between government regulation and public health and safety. Students also examine the roles of Presidents Roosevelt, Taft and Wilson in America's rise to power.

Standards Addressed

11.2, 11.2.1, 11.2.4, 11.2.9, 11.3

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.6, R.8, R.9, R.10

CCSS W.1a, b, W.2a, b, e

CTE - 3, 4, 6, 7

Instructional Objectives

Students will be able to:

- Understand the political programs and activities of the Progressives- federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment
- Trace the history of Public Health in America
- Describe the health risks and consequences of urban overcrowding caused by massive rural-to-urban migration
- Read an article about living conditions in tenement slums in New York in 1900
- Write a letter as a doctor to city officials describing the living conditions in a slum and recommend steps to improve it

Suggested Activities

- Write a letter as a doctor to city officials describing the living conditions in a slum and recommend steps
- Watch video on New York City's Department of Sanitation and Colonel George Waring, Jr. and the "White Wings"
- Create a sanitation plan for our school
- Take notes on PowerPoint-History of Sanitation
- The history of toilets- create a PowerPoint

Suggested Assessment

- Holt Textbook Chapter Assessment
- A flyer promoting better sanitation for citizens in New York around 1900
- Letter to New York Mayor asking for sanitation improvement
- History of Toilets student PowerPoint

- School Sanitation promotion poster
- Public Health Vocabulary book
- World History Timeline

UNIT V: World War I-Trench Warfare Injuries and Diseases

Students will trace the rise of the United States to its role as a world power in the twentieth century and focus on WWI medicine as it relates to trench warfare injuries and diseases. Students will trace the foreign policy issues that led up to WWI: The Open Door Policy, The Spanish-American War, and the Panama Canal will set the stage for America's entry on the world stage. Students will follow the cause and course of WWI and analyze the political, economic, and social ramifications of World War I on the home front. Students will understand different types of new technology and weaponry that changed the nature of war, including poison gas. The unit focuses on trench warfare diseases and injuries, including shell shock. The unit concludes with examining the Treaty of Versailles and how soldiers coped with shell shock, considering the limited knowledge of doctors.

Standards Addressed

11.4, 11.4.1, 11.4.2, 11.4.3, 11.4.5, 11.4.6

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.3, R.7, R.8

CCSS W.1, W.2

CTE - 3, 4, 6

Instructional Objectives

Students will be able to:

- Explain how the Alliance System contributed to the cause of World War I
- Discuss America's policy of isolationism
- Understand shell shock and the modern day term PTSD
- Create a Venn Diagram comparing what doctors knew then and now
- Revisit triage and compare how the practice has changed since the Civil War

Suggested Activities – Students will

- Read the WWI chapter in the textbook
- Watch War Horse and answer video questions
- Watch "Shell Shock" documentary and answer video questions.
- Design an educational pamphlet for soldiers with shell shock to take home to their families, using today's medical knowledge of PTSD
- Trench Triage game
- Write a letter home from the trenches
- Read about "The Lost Generation" authors- Hemmingway, for example
- Read excerpts from Hemmingway's *All Quiet on the Western Front*
- Read excerpts from Hemmingway's life as an ambulance driver in *A Farewell to Arms*

Suggested Assessment

- Create a dynamic PowerPoint that shows the medical stations on the battlefields of WWI. Explain the entire medical process for an injured soldier.
- Group project- Write a graphic trench warfare scene for students to act out in class
- Holt Textbook Chapter Test
- Holt Workbook pages
- World War I vocabulary test
- World History Timeline

UNIT VI: Great Depression-Government's Role in Health and Welfare

Touching on the major political, social, economic, technological and cultural developments of the 1920's, this unit explores the Roaring 20's, Women's Suffrage, the Harlem Renaissance, the Stock Market Crash of 1929, and the Great Depression. Following America through prohibition and the good times in the 1920's, students will be able to explain how the stock market crash was inevitable. Also examined are the changing roles of women and the 19th Amendment, the KKK, the ACLU, the Anti-Defamation League, Presidents Harding, Coolidge, and Hoover. Students will end the unit by examining the impacts of the New Deal and the growing role of the Federal Government in public health affairs. They will explain why FDR was not able to put a health care insurance component in the New Deal Students will also watch a video on President F.D. Roosevelt and his struggle with effects of Polio on the Presidency.

Standards Addressed

11.6, 11.6.1, 11.6.2, 11.6.3, 11.6.4, 11.6.5

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.3, R.7, R.9, R.10

CCSS W.1a, c, e, W.2, W.7, W.8, W.10

CTE – 2, 3, 4, 6

Instructional Objectives

Students will be able to:

- Explain how the New Deal fundamentally changed the role of the federal government
- Understand the explanations of the principal causes of the Great Depression
- Explain the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the crisis
- Discuss the human toll of the Depression, including impacts of the Dust Bowl
- List the health risks related to the Dust Bowl
- Trace the advances and retreats of organized labor

Suggested Activities – Students will

- Explain why FDR was not able to pass a health care reform bill with a PowerPoint
- Read Article: A Brief History of Universal Health Care efforts in the U.S.
- Do a quick write to answer the questions:
 - Are we a country of we, or me?
 - Is health care a right?
- Read Holt textbook Chapter on Great Depression
- Watch Dust Bowl video
- Take notes on PowerPoint presentation on New Deal Programs

Suggested Assessment

- The ABC's of the New Deal- poster/chart listing and describing New Deal programs and how they impacted society

- Holt Textbook Chapter Test on the Great Depression
- Related Workbook pages
- History of Medicine Timeline

UNIT VII: WWII - Technology and Medicine

This unit traces the cause and course of World War II, with an emphasis on medical developments during the time. Students examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. They will explain the Allied Powers wartime strategies including the major battles. They will read about life for Americans on the home front. They will watch videos on the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code talkers to see the contributions of all Americans. They will explore the impact of the internment of Japanese-Americans. Finally, the unit will end with the medical impact the atomic bombs dropped on Hiroshima and Nagasaki, including radiation poisoning.

Standards Addressed

11.7, 11.7.1, 11.7.2, 11.7.3, 11.7.4, 11.7.5, 11.7.6, 11.7.8

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.4, R.6, R.7, R.10

CCSS W.1, W.2a, b, e, W.7, W.8

CTE – 3, 4, 5

Instructional Objectives

Students will be able to:

- Identify Axis and Allied Powers on a map
- Identify major world leaders during WWII
- Locate WWII theaters of battle and island hopping
- Identify the concept of “cause and effect” of fascism in Europe
- Discuss the roles and sacrifices of special fighting forces-Tuskegee Airmen, 44th Regimental Combat team, Navajo Code Talkers
- Describe the build-up to the Holocaust and explain how it was possible
- Follow U.S. troops into battle following Pearl Harbor
- Understand Japan’s military rise and expansion in Asia
- Discuss Japan’s justifications for bombing Pearl Harbor
- Discuss the decision to drop atomic bombs and the consequences
- Predict how the use of atomic weapons will impact the world in the future
- Analyze the massive aid given to Western Europe under the Marshall Plan
- Explain the U.S. occupation of Japan following the war

Suggested Activities

- Read Holt Textbook Chapter on WWII
- Complete related workbook pages
- Watch documentary on Mobile Army Surgical Hospitals
- Watch videos on Pearl Harbor, Midway, Iwo Jima
- Tap in to prior knowledge to review the details of the holocaust
- Research what medical conditions were caused by the conditions in the concentration camps

- Watch History Channel show on Japanese-American Internment Camps-take notes
- Write letter old neighbors as an interned Japanese-American asking them to take care of your house while you are gone

Suggested Assessment

- Chapter Test from textbook
- Reenactment of how America entered WWII in Europe and the Pacific
- Medical pamphlet describing the symptoms of radiation poisoning
- Letter from Japanese Hiroshima/Nagasaki victim to Robert Oppenheimer
- Group Poster- WWII weapons and medical advances
- Holocaust- physicians report as first U.S. Army medical staff onsite at Auschwitz

UNIT VIII: Cold War-DNA, Medical Imaging

This unit explores the origins of the Cold War and its impact on U.S. foreign policy in combination with the economic boom and social transformation of post-World War II America. While following the major events of the cold war, students will reflect on the many social changes in society: Truman Doctrine, Korean War, Berlin Blockade, Vietnam War, Berlin Wall, Bay of Pigs and the Cuban Missile Crisis. The medical emphasis will be the effect of Agent Orange on Vietnamese citizens and U.S. soldiers and the development of Mobile Army Surgical Hospitals and the discovery of DNA and major improvements in medical imaging.

Standards Addressed

11.8, 11.8.1, 11.8.2 11.8.3 11.8.4, 11.8.5, 11.2.6, 11.2.7, 11.2.8
11.9, 11.9.1, 11.9.2, 11.9.3, 11.9.4, 11.9.5, 11.9.5, 11.9.6, 11.9.7

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.7

CCSS W.1, W.2b, e, W.4, W.5

CTE – 3, 4, 5

Instructional Objectives –

Students will be able to:

- Understand why it was called the “Cold” war
- Explain the major conflicts between the U.S. and U.S.S.R.
- Discuss the Domino Theory
- Research the secret war of the CIA in Laos
- Write a paper on the Vietnam War
- Read about and identify the all of the lifestyle changes in the 60’s
- Explain how a Medical Army Surgical Hospital works on the battlefield
- Identify how the discovery of DNA changed medical history
- Write about the history of medical imaging and the options today

Suggested Activities

- Read Holt textbook Chapter
- Read supplemental material
- Video-The Century U.S. in the 1960’s
- *Pick a War-* students will choose a Cold War conflict and create a PowerPoint presentation for the class
- Create a Cold War map showing all of the “hot spots”

Suggested Assessment – Students will

- Holt textbook Chapter Test
- Related workbook pages

- PowerPoint on a Cold War conflict
- Cold War Map
- Cold War Vocabulary Book
- Group poster on the history of medical imaging

UNIT IX: Civil Rights-Healthcare Disparities-Medicare/Medicaid

This unit explores how various social issues have resulted in huge disparities for healthcare services in America. Students will read several articles to understand the background of discrimination and the Civil Rights movement, using this as a backdrop to discuss how prejudice and discrimination impact healthcare services for some Americans.

Standards Addressed

11.10, 11.10.1, 11.10.2, 11.10.3, 11.10.4, 11.10.5, 11.10.6, 11.10.7

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.3, R.4, R.5, R.8

CCSS W.1, W.2a, W.6, W.7, W.8

CTE – 3, 4, 6

Instructional Objectives -

Students will be able to:

- Explain how the demands of African Americans helped produce a stimulus for civil rights
- Examine and analyze the key events, policies, and court cases in the evolution of civil rights
- Explain how the advances achieved by African Americans influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities
- Dred Scott v. Sandford, Plessey v. Ferguson, Brown v. Board of Education
- Examine segregation and Jim Crow laws in the South
- Discuss civil rights advocates and their role in passing the civil rights Act of 1964
- Read about the Voting Rights Act of 1965
- Discuss the Women's rights movement and the ERA and changing roles of women
- Read about Affirmative Action and state your viewpoint
- Read about how Prop 209-banned Affirmative Action in California
- Research the impact of prop 209 on higher education in the state.
- Explain the origins of Medicare and Medicaid
- Discuss how our nation's history of discrimination still impacts healthcare equality

Suggested Activities – Students will

- Read Civil Rights chapter in textbook
- Create a civil rights timeline
- Read about healthcare disparities
- Discuss how we can still have disparities in our country
- Debate the role of health care professionals in closing the disparity gap
- Examine how Obama Care will impact health care disparities
- Create a PowerPoint explaining prop 209 and its impact on California universities
- Video: The Century-U.S. in the 1960's

- Watch video on Medicare and Medicaid
- List civil rights leaders and their contributions to the movement

Suggested Assessment

- Civil Rights Vocabulary Test
- Holt Chapter test on civil rights
- Workbook pages
- Quick Write- Explain what healthcare “disparities” are
- PowerPoint on Prop 209
- Write a letter to the Governor arguing either for, or against Affirmative Action

UNIT X: 1970's-1980's Modern Public Health Epidemics

This unit discusses domestic economics and politics in the 1970's and 80's. With a focus on the energy crisis and Watergate, students will follow the shift from post WWII prosperity to the backlash against the government in the 1960's and 70's. Students will continue to follow the civil rights movement, the women's movement and America's struggle to regain economic prosperity. The unit also has a lesson on government scandals since Watergate. The unit will end with an overview of America's role as a global healthcare leader.

Standards Addressed

11.11, 11.11.2, 11.11.3, 11.11.4

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.3, R.6, R.10

CCSS W.1b, d, W.6, W.7, W.8, W.10

CTE – 3, 4, 6, 9

Instructional Objectives

Students will be able to:

- Explain American Society in the 1970's
- Compare how attitudes towards government changed in the 1970's
- Identify the causes of the energy crisis in the early 70's
- Explain the impact of the energy crisis on everyday life for Americans
- List major political scandals of the 1970's to the present
- Explore current global health issues and America's role as a global health leader
 - West Nile Virus
 - HINI-Avian Flu
 - Clean Water- history and current status
 - Infrastructure barriers to healthcare in poor countries
 - AIDS in Africa and Thailand
 - Vaccination controversy-Autism-Vaccine for AIDS?
 - MRSA's
 - Eradication of polio and small pox
 - Drug Resistant TB in Honduras
 - Malaria in Africa
 - Discovery of antibiotics

Suggested Activities – Students will

- Read related chapters in textbook
- Create a timeline for the Watergate scandal
- Create a PowerPoint on famous political scandals since 1970
- Explain how President Nixon's resignation affect the country and politics
- Watch Rx For Survival series and complete worksheets
- Play Rx For Survival games

- Rx For Survival Global Health Challenge-PBS website/video/lesson plan

Suggested Assessment

- Test on global health
- PowerPoint on political scandals
- Students will take a comprehensive test on Watergate and the Energy Crisis
- All Rx for Survival assessment worksheets

UNIT XI: End of the Cold War, Terrorism, Obama Care

With the fall of the Berlin Wall in 1990, America becomes the sole superpower in the world. Students look at how this will impact U.S. Foreign Policy. The U.S. saw a new threat on September 11th, with terrorism becoming the new foe. A world of politics without the Soviet Union meant big changes. Students also learn about the Affordable Care Act and its journey through Congress. After reading about Obama Care, students will examine the strengths and weakness of the new program. Students will revisit the lessons from the beginning of the year with a better understanding of Obama Care and democracy.

Standards Addressed

11.11, 11.11.6, 11.11.7

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.4, R.5, R.7

CCSS W.2b, W.4, W.8, W.9

CTE – 3, 4, 6, 9

Instructional Objectives

Students will be able to:

- Explain the terrorist attacks on September 11th, 2001 and show how they changed American civil liberties and foreign policy
- Discuss the U.S. reaction to the attacks and the wars in Afghanistan and Iraq
- The road to Obama Care- Explain the history of health insurance
- Explain the barriers to passing the Affordable Health Care Act
- Explain the differing views between Democrats and Republicans
- Describe the initial roll out of the website
- Explain how the funding of the plan works and what is necessary for it to be successful
- Explain the financial penalties for opting out
- Talk about how the U.S. is responding to recent Russian violations of the NATO treaty in Crimea
- Suggest a strategy to improve relations in the post-Cold War era for the U.S. and Russia.
- Explain what happened during the Arab Spring and new struggles for democracy in the world

Suggested Activities – Students will

- Sick Around the World-PBS documentary-Compare other health care system to ours
- Sick Around America-PBS documentary
- “Debunking the Myths”- Popular Mechanics History Channel show on Sept. 11th

Suggested Assessment

- Vocabulary test on healthcare insurance terms and Obama Care legislation-related terms

- Students will give a presentation on Obama Care to students in the 9th and 10th grades
- September 11th timeline, causes and recovery
- Test on Afghanistan and Iraq



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.11

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Expository Reading and Writing Course

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Expository Reading and Writing

Background/Rationale: The goal of the “Expository Reading and Writing Course” (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this year-long, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course - the ERWC Assignment Template - presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Expository Reading and Writing Course

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Expository Reading and Writing **ERW100, ERW101**

Segment	High School
Length of Course	One Year
Developed by	CSU Faculty et al
First Edition	Fall, 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Expository Reading and Writing

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION:

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

RATIONALE:

The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

By including specific outcomes for habits of mind, the ERWC recognizes that postsecondary success depends upon the development of a literate identity and a sense of academic agency. ERWC helps adolescents accomplish this by building task persistence and competence through engaging module topics, such as racial profiling, fast food, and juvenile justice, and appropriate instructional scaffolds. Coupled with the focus on rhetoric and critical thinking—the “real-work” of college and adults—ERWC is for many adolescents the first time they will adopt academic identities and see themselves as potentially successful college students. The course thus specifically targets the capacities of a literate individual identified by the CCSS for ELA/Literacy as defining traits of college readiness.

- In addition to the preceding student learning outcomes, the course is also guided by a set of key principles of an effective expository reading and writing curriculum:
- 1.The integration of interactive reading and writing processes;
- 2.A rhetorical approach that fosters critical thinking and engagement through a relentless focus on the text;
- 3.Materials and themes that engage student interest;

- 4. Classroom activities designed to model and foster successful practices of fluent readers and writers;
- 5. Research-based methodologies with a consistent relationship between theory and practice;
- 6. Built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts; and
- 7. Alignment with California's Common Core State Standards for English Language Arts and Literacy.

COURSE GOALS

Upon completion of this course, students will be able to:

To a large extent, the course goals and the delivery of the curriculum are accomplished through the ERWC Assignment Template—a structured process for helping students comprehend and critique texts through integrated rhetorical reading and writing activities. The ERWC Assignment Template represents the “DNA” of each instructional module. All modules follow the same recursive literacy processes described by the template. These include pre-reading, reading, post-reading, connecting reading to writing, entering the conversation, writing, and revising and editing. Within these interrelated stages, students practice a variety of skills, including the following:

- Surveying the Text
- Making Predictions and Asking Questions
- Understanding Key Vocabulary
- Reading for Understanding
- Considering the Structure of the Text
- Noticing Language
- Annotating and Questioning the Text
- Analyzing Stylistic Choices
- Summarizing and Responding
- Thinking Critically
- Reflecting on Your Reading Process
- Gathering Evidence to Support Your Claims
- Composing a Draft
- Using the Words of Others (and Avoiding Plagiarism)
- Negotiating Voices
- Revising Rhetorically
- Editing the Draft
- Responding to Feedback
- Reflecting on Your Writing Process

In alignment with the Common Core State Standards for English Language Arts and Literacy (CCSS for ELA/Literacy), key student learning outcomes for the ERWC include the ability to do the following:

Reading Rhetorically Outcomes

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text
- Determine the meaning of words or phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts

Writing Rhetorically Outcomes

- Write a variety of text types for real audiences and purposes, making effective rhetorical choices in light of those audiences and purposes
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics
- Select words and phrases that express precise meaning concisely and effectively, taking into consideration the rhetorical purpose of the text
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Demonstrate the ability to observe, evaluate, and regulate one's development as a writer of expository texts, including the identification of areas needing further growth

Listening and Speaking Rhetorically Outcomes

- Initiate and participate effectively in a range of collaborative discussions with peers
- Prepare for the thoughtful, evidence-based, and well reasoned exchange of ideas

- Collaborate with peers to promote civil, democratic discussions, and decision-making
- Pose and respond to questions that probe reasoning and evidence; examine a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify and use rhetorical strategies in discussions; and determine what additional information or research is required to deepen the investigation or complete the task.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Present information, findings, and supporting evidence clearly, effectively, and appropriately.

Habits of Mind Outcomes

- Act as motivated, self-directed learners
- Persist during difficult academic tasks
- Consider new ways of thinking and being; see other points of view
- Apply prior knowledge to new learning
- Understand the collaborative and social aspects of writing processes
- Adapt to new situations, expectations, demands, and disciplines
- Learn to critique their own and others' academic work
- Reflect on their learning and on the processes that shape knowledge
- Demonstrate the ability to be both open-minded and discerning
- Establish routines that support advanced literacy practices
- Challenge their own assumptions

COURSE STANDARDS:

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - a. Analyze the use of text features (e.g., graphics, headers, captions)...CA
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counter-claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - 1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by...revising ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Develop and strengthen writing as needed by ... editing ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INSTRUCTIONAL MATERIALS:

All readings and material delineated below are provided in the ERWC binders for all trained teachers.

Readings:

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Waters, Alice, and Katrina Heron. "No Lunch Left Behind." *New York Times* 19 Feb. 2009: A31. Print.

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Dr. Robert C. and Veronica Atkins Center for Weight and Health UC Berkeley:
<<http://cwh.berkeley.edu/resources/2/20/53/16%2C38%2C96>>.

Michael Pollan: <<http://michaelpollan.com/>>.

Food Inc.: <<http://www.takepart.com/foodinc/>>.

The Edible Schoolyard: <<http://edibleschoolyard.org/>>.

Yale Rudd Center for Food Policy and Obesity: <<http://www.yaleruddcenter.org/>>.

Krakauer, Jon. *Into the Wild*. New York: Doubleday, 1996. Print.

Anderson, Scott. "Greg Ousley Is Sorry for Killing His Parents. Is That Enough?" *New York Times Magazine*. 19 July 2012. Web. 11 June 2012.
<http://www.nytimes.com/2012/07/22/magazine/greg-ousley-is-sorry-for-killing-his-parents-is-that-enough.html?pagewanted=all&_r=0>.

Garinger, Gail. "Juveniles Don't Deserve Life Sentences." *New York Times* 15 Mar. 2012, New York ed.: A35. Print.

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SUPPLEMENTARY MATERIALS:

All materials have been provided with the ERWC Binder.

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS:

The average time per unit depends on students and their needs. The units are designed to be 3 to 4 weeks in length and 8 units must be completed for ERWC credit in the CSU system.

TEACHER RESOURCES

ERWC Binder I, Second Edition.
ERWC Binder II, Second Edition.

SECTION TWO — COURSE UNITS

UNIT I: What’s Next? Thinking About Life After High School

As the opening module for the Expository Reading and Writing Course (college applications are usually due in October or November), this module focuses on establishing foundational attitudes toward college and adult-life language practices. Students will be asked to use reading, writing, and research to identify their post-high school goals, evaluate their readiness for such plans, and then effectively represent themselves to the community they wish to join.

Standards Addressed

Read Informational Text: 1; 2; 3; 5a; 6; 7

Language: 1a, b; 2a, b; 4a, b, c, d; 6

Writing: 1d, f; 2a, c, d; 3a, d, e; 4; 5; 8; 9; 10

Speaking/Listening: 1

Instructional Objectives

Students will be able to:

- Become familiar with college and career expectations for reading independently
- Become familiar with the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Organize information from online research and textual study for use in developing writing
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text for the purpose of making an informed response to what others say
- Apply the rhetorical framework to reading and writing situations
- Manage information gathered through reading in preparation for writing
- Develop academic vocabulary through reading and writing
- Understand writing as a situated process of decision-making grounded in rhetorical contexts
- Understand writing as a response to an audience, situation, or intention
- Apply writing as the development of thought rather than the representation or ornamentation of thought
- Write prose that is coherent, clear, and organized
- Write sentences that demonstrate variety
- Become familiar with college and career expectations for reading independently

- Become familiar with the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Organize information from online research and textual study for use in developing writing
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text for the purpose of making an informed response to what others say
- Apply the rhetorical framework to reading and writing situations
- Manage information gathered through reading in preparation for writing
- Develop academic vocabulary through reading and writing
- Understand writing as a situated process of decision-making grounded in rhetorical contexts
- Understand writing as a response to an audience, situation, or intention
- Apply writing as the development of thought rather than the representation or ornamentation of thought
- Write prose that is coherent, clear, and organized
- Write sentences that demonstrate variety

Suggested Activities

Activity 1: Getting Ready to Read—An Overview of “What’s Next? Thinking about Life After High School”

For the last few years of your life, high school has made several demands on your time and energy. Many people—teachers, family, school figures, and others—have worked hard preparing you for life after high school; and while you may or may not have devoted as much time and attention as you would like to life after high school, the fact is that this stage of your life is drawing to a close and you are confronted with the age old question: What’s next for me?

Life after high school can take many forms—some of you may be preparing for college, and others may be preparing for work of another kind. Regardless of your readiness as a student and an individual, thinking about how ready you are to enter the next stage of your life and making a few decisions about how to get started on that path are important tasks that support your potential successes. This module invites you to do just that—figure out what it is you want to do next, consider how well prepared you are for the next stage of your life, and then begin to develop plans for making the transition into life after high school.

During the next few weeks, you will be looking into your past experiences, figuring out where you excel and where you need more preparation, and then putting together a portfolio that will represent the work you have done to identify, assess, and then express your goals, plans, and readiness for whatever avenue of life you intend to pursue. The final expression of your

research will be the development of one or two pieces of writing.

1. If you believe you are more inclined to pursue a career or enter the work force, write a “letter of introduction” to the work community or job that you wish to pursue.

OR

2. If you plan on entering college, write a personal essay for a college application.

At the end of this module you will have read about different aspects of career and college life, done some reflection and writing about your own goals and plans, and participated in research about your personal vision for the future. These activities will be documented in your portfolio, and the information you generate during these activities will help you as you compose the final text for the module—a letter of introduction for work or a personal application essay for college.

3. Your portfolio will include the following items:
4. A collection of shorter writings you develop to help you generate ideas, think about your ideas, and finally make decisions about—or evaluate—the ideas you have
5. Frequently Asked Questions (FAQs) in which you provide answers to important questions regarding your application for a school or career opportunity
6. Your letter of introduction for work or a personal application essay for college

Work in this module provides guidance and support as you investigate not just your own hopes for the next few years but also the requirements schools and workplaces will put on you as you enter the next stage of your life.

Activity 2: Activating Prior Knowledge

In this activity, you are using writing to collect ideas. In a way, you are taking inventory of your general thoughts about your future. If you need them, here are a few questions to get you started.

7. If you are going to college, why did you make this decision, and where will you go?
8. What do you want to get from your college experience?
9. If you are going into the work world or the military, why are you choosing that option?
10. What do you want from working or entering the military or any other career you mi

Once you have finished writing, reread what you have written, and begin to list reasons why you are ready for the next stage of your life, or list questions regarding what you need to know about your plans.

Activity 3: Exploring Key Concepts

Words are more than lists to memorize for a test; they are concepts, the ideas that allow us to distinguish ourselves from one another. Some of us feel “courageous,” others feel “cautious,” and yet others may feel “indifferent” or “unconcerned.” The task here is (1) to find the words

that best match ideas about who you think you are at this stage of your life; and (2) to begin to unpack these words for the information they provide about your attitudes and assumptions, skills and abilities, plans and goals. The more language you have to describe yourself and what you are bringing to the next stage of your life, the more opportunities you have to represent yourself accurately.

What follows is a rather brief list of words, certainly not a comprehensive list, that will help you find words that name the values and abilities you are bringing to the next stage of your life.

Look through the list, and choose 10 words that best fit your sense of self. Write them down on a separate sheet of paper.

absent-minded	self-aware	inarticulate	light hearted
active	self-promoter	indispensable	low self esteem
adventurous	self-reliant	influential	mindful
analytical	self-starter	inquisitive	motivated
angry	selfish	intellectual	optimistic
appreciative	serious	kind	organized
artistic	shine at work	social person	outgoing
book smart	shy person	street smart	passionate
complicated	small steps	stressed	patient
cool	enterprising	talkative	persuasive
curious	enthusiastic	trustworthy	pessimistic
dependable	family person	truthful	positive self esteem
determined	fearful	underachiever	procrastinator
developed	goal-setter	valiant	realistic
devoted	habitual	warrior	
disciplined	happy	wishful	
respectful	helpful	worrier	
responsible	hungry	leader	
scientific	impatient	life of the mind	

Now rank your 20 words from most important to least important in describing who you are right now.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Activity 4: Making Predictions and Asking Questions

After gathering vocabulary, take some time to write about your word choices. This activity should help you consider the significance of the words you chose by asking questions about them as key concepts and then making predictions about what you will need to do in order to best represent yourself in your letter of application or your application essay:

11. Why did you rank them as you did?
12. What do your words tell you about your opinion of yourself in terms of readiness for work or college?
13. What would someone who knows you well think of the words you chose?
14. Based on your analysis of your key concepts, predict what you will need to learn more about to achieve your goals.
15. Predict how well your key concepts will work for you as you move into the next stage of your life. For example, if one of your words is “stubborn,” write about how that concept may work for you or against you as you consider your future. The more you reflect on the significance of the words you choose to identify yourself, the more information you will have as you build your final portfolio.

Activity 5: Understanding Key Vocabulary

After school, discuss your words with someone you trust, and ask them about the words you have chosen. As they talk about your words, take notes on what they say by letting them talk for a while and then writing down the gist of what they say. So if someone says that your selection of “trustworthy” as a key word is good, but that there are times when you may not be so trustworthy, don’t argue; just listen. Then write down the gist of their point—what they are saying, not what you are thinking.

Your job is to try to capture their thinking and extend your understanding of the word you have selected as representing your values, beliefs, or goals. This information may become a useful chunk of writing for your final letter or essay.

Remember: It is difficult to represent yourself well if you don’t have a fairly solid sense of who you are or what you believe about yourself.

Capture at least three reactions from what someone else said about your words, and bring them to class tomorrow.

Activity 6: Surveying the Text

Before we read Angel Pérez’s article, take a little time to preview it by responding to the following questions:

16. Look at the title, and make predictions about what you think will be Pérez’s message.
17. Take a look at the length of the article, and decide if your predictions can be fulfilled in this length of the article—752 words.

18. Skim through the first two paragraphs, and read the final paragraph. Once you have done that, can you add anything to your predictions about Pérez’s message?

Activity 7: Reading with the Grain

We are always reading to gather information for our writing. But sometimes we read to extend our thinking. Just as you did when you shared your key words with another person to get more information for your writing, you are using reading as a stimulus for more thought. Good reading should cause you to consider ideas or perspectives that you may not have considered on your own.

That is the case in this reading when we are “playing the believing game” to understand the specific advice Pérez offers about how to represent ourselves to an audience.

As you read, underline (or put a check next to) the best advice Pérez gives about how to represent yourself, believing that the advice he gives is good advice. During the first read, simply mark the ideas or sentences where you think Pérez is giving advice you can use as you consider the best way to represent yourself to the community you want to enter.

After reading the essay the first time, go back through it again and choose a few of the sentences you marked. Copy them down on the left side of the dialectical journal provided below. Once you copy the sentence in the left-hand box, write for a few minutes on the right about what the quote made you think about or why you chose the quote.

Advice Pérez gives about how we represent ourselves to others	What his comments make you think about

Activity 8: Responding to Pérez

After you have filled out the dialectical journal, write a one-page description of an event or moment when you were less than perfect and explain to a reader what your response to that

moment says about your character, values, or potential for work or study.

Activity 9: Getting Ready to Read and Exploring Key Concepts

19. Take out a sheet of paper, and write down three people you feel are intellectuals.
20. In groups of three or four, share your list and choose three from the combined list that all of you can agree are intellectuals.
21. After a class discussion, write down your definition of
22. Your teacher will now pass out three quotations about intellectuals. Select the quote that best matches your definition of an intellectual.
23. Why did you select this quote? Share your answer in your group or as part of a class discussion.

Activity 10: Understanding Key Vocabulary

Understanding—before reading—selected key vocabulary crucial to the concepts of the text and then applying that understanding as you read is an important strategy for all successful readers. Knowledge of word meanings can significantly shape how well you read a text and comprehend the writer’s message as well as the arguments the writer makes in support of that message.

The list of words and phrases below should support reading comprehension by allowing you to address unfamiliar or difficult concepts prior to reading the text. This list features several key ideas, difficult phrases, or challenging words that may present some obstacles to you as you read.

Working in groups, predict what you all think each word you are assigned may mean before you go to the paragraph where you will find the word or phrase. As a group,

24. Predict the meaning of the word or phrase by discussing what you all believe it may mean.
25. Once you have predicted a possible meaning for the word or phrase, go to the paragraph listed and find the word or phrase.
26. Once you find the word or phrase, read the sentences or section that surrounds the word and see if you can figure out the meaning of the word or phrase as it is used in context.
27. Then look at the function of the word or phrase (what it is doing in the section where it is used). See if you can add to your understanding of the word or phrase.
28. Finally, if needed, use a dictionary or other resource to finalize your understanding of the word or phrase. The dictionary definition you select for the word should match the context for the use of the word or phrase in the passage where it is located.
29. After you have filled out your part of the vocabulary worksheet, prepare to inform the rest of the class about the meaning of the words or phrases you have been assigned.

Your job is to come away from this work with a sense of what others need to know about the words or phrases your group is looking into and how these words relate to what you think

Graff might be saying about “intellectualism.”

The word or phrase	Our prediction	Its meaning in the essay
<p>Group 1 educational depth and weight (¶3) retrospect (¶8) interminable (¶9) to exploit its game-like element and turn it into arresting public spectacle (¶12) domain (¶16)</p>		
<p>Group 2 cogitations (¶3) it’s more complicated (¶8) philistine (¶9) intellectual thirst (¶11) school culture (¶11)</p>		
<p>Group 3 life of the mind (¶2) anti-intellectualism (¶5) negotiating this class boundary (¶6) public argument culture that transcended the personal (¶12) a sociologically acute analysis on an issue (¶18)</p>		
<p>Group 4 book smart (¶6) egghead world (¶9) propose a generalization (¶10) analysis (¶11) literacy training (¶16)</p>		
<p>Group 5 inarticulate (¶7) ambivalent (¶8) Adlai over Ike (¶8) rudiments of the intellectual life (¶10) school culture (¶11)</p>		
<p>Group 6 the trouble with this assumption (¶3)</p>		

grist for their mill (¶3) the intellectual bit (¶8) invidious (¶14) see those interests through academic eyes (¶16)		
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Activity 11: Reading For Understanding—Stop and Respond

Gerald Graff’s essay “Hidden Intellectualism” poses questions about the way we see “intellect” in and outside of school. In this essay, Graff argues that a student’s intelligence may be “hidden” when viewed only from the perspective of school learning. He prompts all of us to look again at the intellectual abilities we possess, even if a person is not so proficient at school learning.

As you and your classmates read this essay together, your teacher will stop at various points and ask you to respond, not by talking but by writing on a separate sheet of paper. You will be given a few minutes to write down whatever thoughts you have—questions, observations, ideas, comments, stories, things the text reminds you of, whatever comes to mind as you read.

Allowing yourself to actively respond to the text is important—thinking about what it means and how you are responding. Once you have had a few minutes to write a response to the reading, you will discuss what you have written with the class. This discussion will give you the opportunity to say what you are thinking about the reading.

Don’t wait for your teacher to answer or respond to what you have to say. He or she is simply reading the essay and providing you with places to stop, write, and then discuss the reading. The more you say about the reading, the deeper your understanding of what Graff has to say and how this work relates to your own writing project will be.

You will repeat this process several times during the reading. At the end of your reading, you will discuss with the class what you have discovered and how the text relates to your thinking about the next stage of your life.

If you do this with an open mind about making sense of the text, your writing should provide plenty of information for you to use in the development of your letter of introduction or your college application essay at the end of this module.

Activity 12: Thinking Critically

In response to Pérez’s and Graff’s essays—as well as your list of key concepts and key vocabulary—write three separate “idea chunks” that respond to these thoughts. Idea chunks are short pieces of writing, maybe one to three paragraphs long, that attempt to capture an idea you have, find some support for that idea, and explain the importance of the idea. These are not essays; you are still writing to figure out what you are thinking. In this activity, you are primarily making connections between what Pérez and Graff

have written and aspects of your own life and experience.

Idea chunks are just that—chunks of ideas that you are trying out for the purpose of using in your writing. The more you write about the idea you have chosen, the easier it will be to understand and explain its significance. Push yourself to be as specific as you can be.

Activity 13: Summarizing and Responding

Without really worrying about how well you spell or whether you are making complete sense, write a letter to a trusted person about how well you are—or are not—prepared for the next stage of your life.

Activity 14: Surveying the Text

The class will be reading four essays that address decisions about whether to start working or go to college. You will be assigned one text to read, analyze, and then summarize for its relevant information. In preparation for reading, survey the text and then make predictions about its value in terms of the usefulness of the information it provides.

30. What kind of information do you think the article will provide?
31. What value do you think the article will have in relation to your own research needs?
32. What do you think is the purpose of the article?
33. Who do you think is the intended audience for the article?
34. What do you think the writer wants you to do or believe?

Activity 15: Reading for Understanding

As we have discussed, the activities in this stage of the module signal a shift in focus and emphasis in the module. Our work is moving away from the kind of self-assessing, identification, and generative qualities of the first part of the module to a more research driven focus—a focus that requires you to continue to gather information about your plans and draw conclusions about your own readiness for life after high school as it also emphasizes learning about the requirements, processes, and expectations of work or college communities.

In short, this segment exposes you to the social requirements you will encounter as you move to the next stage of your life.

You are going to begin your investigation into these questions by taking part in a jigsaw activity. As a class, we will be reading four documents that provide information and opinions about both going to college and entering the workforce. You will break into groups of five or less, read the document you have been assigned, and prepare a report for the class that delivers the following:

35. A brief summary of the document's argument
36. Important quotes or information the writer provides
37. An explanation of what you think is important about the document.

Once you have completed your reading and discussion of the text, be prepared to present your information about the article to your class.

Activity 16: Summarizing and Responding

After all groups report their findings, spend some time writing about whether it is best to go to college right away or move into work. This should generate some comments about what you are carrying away from the discussion and how it relates to your sense of what you want to do next.

Activity 17: Making Predictions and Asking Questions

Read “Web Site Resources,” and generate questions you believe can be answered by a Web site.

Those most interested in a career may have questions like the following:

38. *How much money will I make as a mechanic?*
39. *What do I need to know if I want to be a baker?*
40. *What skills are best if I want to be a banker or entrepreneur?*
41. *Do I need college if I want to be a pilot?*
42. *What kind of jobs best fit my interests?*
43. *How much will I need to make if I want to live in San Francisco and party hard?*
44. *What are the chances for advancement in a career as an electrician?*
45. *Those most interested in college may have questions like the following:*
46. *What are the deadlines for applying for college?*
47. *Do all colleges require a personal application essay?*
48. *How do I know what is offered at a college?*
49. *What can a site tell me about financial aid?*
50. *What can I learn about choosing a major?*
51. *What do I need to be able to do if I am going to succeed in college?*

Now consider which sites seem like they may provide information about some of the questions you have raised and list them in your notes, or mark them on the “Web Site Resources” handout.

Activity 18: Considering the Structure of a Web Site

Your teacher will be demonstrating effective searches on Web sites of interest for career or college information. You will be doing your own search for your paper, so take notes on

52. The process of an effective search
53. Staying organized
54. Finding relevant information
55. Skills and strategies that support effective searches

Activity 19: Reading for Understanding and Collecting Information

Review the “FAQ Guide for College or Work,” and select four topics for research.

Career-bound students may choose

- 56. The kinds of skills or abilities they need to enter their career*
- 57. The outlook for getting work*
- 58. The common tasks associated with the work*
- 59. Pay for specific jobs*

College-bound students may look into

- 60. Deadlines and admission requirements*
- 61. Financial aid requirements or opportunities*
- 62. The process of selecting a major and the opportunities for particular majors*
- 63. Details of life in the town where they would like to go to college*

Now select sites that seem to offer the best chance of providing the information you need. As you research questions or issues that are important to you, the personal FAQ you develop will help you know as much as you can about getting the job you want or getting into the college you want.

Activity 20: Summarizing Research Findings

In this activity, you will be writing a personal FAQ for your portfolio. The FAQs will be fairly simple. You will list at least 10 questions about your college or career choice and provide simple answers to the questions. We are also going to read one another’s FAQs. So you will need to make your answers to your questions accurate, helpful, clear, and concise. Remember, FAQs are resources that help people understand problems and gather information that helps solve problems.

Example FAQ

When is the deadline for applying for the CSU?

- 64. All CSUs have the same application deadline for freshman. For the fall term, the application deadline is _____. Go to csumentor.edu for up-to-date information.

How much money will I make if I want to be an auto mechanic?

- 65. In 2011, the average salary for an auto mechanic was \$43,050.00, but that was not what new mechanics made. The starting salary was around \$23,000 for full-time work. And as far as getting a job is concerned, it looks like the next year will bring about 530 job openings due to growth and about 1,440 replacement jobs.

Activity 21: Reflecting on Your Research Findings—Reading One Another’s Findings

We will circulate the FAQs through class, so you will have the opportunity to read what others have discovered about entering the work world or college. During the read around, keep a separate sheet of paper handy to write down any helpful information you find on someone else's FAQ. Also, write down the name of the writer so you can meet with him or her later to see if he or she has more information you might find useful.

Activity 22: Considering the Writing Task

During the past few weeks, you have read about different aspects of career and college life, done some reflection and writing about your own goals and plans, and participated in research about your personal vision for the future. The final expression of all this reading, research, and writing will be the development of a letter or essay you will use to apply for acceptance into the community you wish to enter.

66. If you believe you are more inclined to pursue a career or enter the work force, write a "letter of introduction" to the work community or job that you wish to pursue.

OR

67. If you plan on entering college, write a personal essay for your college application.

Remember the final letter or essay needs to be around 1,000 words, typed, proofread, and ready to send out to either a school or employer.

Consider the following questions as you begin to plan your writing.

68. What do you think is your job in this assignment?
69. *(Answers may vary, but students should understand that this assignment is all about representing themselves accurately and honestly in a short piece of writing. This means they will have to be highly selective in choosing what to say about themselves and how they present that information to the reader. Thus, part of their task involves going back through the information they have accumulated, revisiting some of the writing they have done, and then deciding which information seems most helpful regarding how they want to represent themselves to their audience.)*
70. What do you think may be most difficult about writing this piece?

(Students will have some trouble pulling together all the information they have generated, but if they have been writing about their thinking all along, as the module has requested, they should be entering this stage of the module with an idea about the demands of the community they wish to enter, their own readiness for that community, and some idea of how to best represent their readiness.

The next activity in the module will help them clarify some of the contexts that surround this writing activity and should help students make decisions about what to include and how to arrange information in the final writing assignment.)

71. Who is the audience for this writing?

(This is a crucial element of this assignment, since the writing situation calls for authentic readers—that is, people who will really read these texts and make a decision about whether to accept or hire the student. Thus students need to access what they have learned about their respective audience to understand that audience’s expectations. Emphasizing the reader at the end of the writing should help students focus their thinking about what to include and how to sequence information in the final draft.)

Activity 23: Taking a Stance—Elements of the Rhetorical Framework

PURPOSE: Identifying the purpose of your writing means that you are able to say what you are trying to do to an audience through your writing. What effect do you want your writing to have on the reader?

Here are some questions you can use to figure out your purpose:

72. What are you trying to accomplish in this essay?
73. What do you want your readers to experience when they read your essay?
74. What do you want this

Here is some important information to remember about purpose:

75. Sometimes purpose isn’t clear until after you have done some writing.
76. Purpose is always related to your sense of audience.
77. Sometimes analyzing audience in detail helps you figure out purpose.
78. Sometimes writing about purpose before you draft your response can help you find a thesis, or a structure, or a plan.
79. Your sense of purpose can change as you move toward your final draft and understand more about what you are writing.
 1. **2. AUDIENCE:** Identifying and analyzing audience help you develop a clearer understanding of your purpose. Your knowledge about your audience functions as an important guide for you when you are trying to decide what to put in your essay and how you are going to sequence your information.

Here are some questions to ask about audience:

80. What do they know about your topic?
81. What do you want them to know about your topic and your message?
82. What interests do they have in your topic?
83. Why do they need to read your writing?
84. What does your audience believe about the topic?
85. What makes your audience a group or a community?

Here is some important information to remember about audience analysis:

86. Be specific as you take inventory of their interests, their knowledge, their sources, their agenda, and their worldview.

87. Try to summarize their argument or the ideas they contribute to the conversation about your topic
88. Be aware of the language and knowledge the audience favors: what kind of facts they like, what sort of values they insist upon, what their expectations are?
89. Remember that your writing moves from a kind of internal focus (where you are writing more to yourself) out to a specific focus on audience (where you are focused on how your writing affects the reader). How is your writing supporting a shared understanding of what you want to communicate?

3. SITUATION: Understanding the situation in which you are producing writing helps you understand the kind of rules you need to follow or the genre conventions that are most important to your writing. We always write in a specific context; understanding how the writing takes place in a particular context helps you understand what you need to show through your writing. For example, you may write to simply summarize a reading for yourself, or you may write to prove to the teacher that you have read something well; these two scenarios constitute two different writing situations and call for different processes and different products. Thus, the context, or situation, of the writing will influence the way you perform the writing.

Here are some questions that will help you analyze the writing situation:

90. Understanding situation helps you develop a clearer sense of purpose.
91. Knowing the context for your writing helps you develop better ideas for the writing, allowing you to write in relation to some other ideas; it helps with topic selection, research, composing, and revision. You need information about the writing situation to be able to make key decisions about both the content and the sequence of information to choose.
92. Analyzing audience helps you understand the influence situation has on your writing choices.

4. PERSONA/ETHOS: This simply refers to the way you are representing yourself in the writing. As people who write, we have lots of ways of presenting ourselves: as experts on family, as experts on law, as someone searching for truth. There is an infinite number of ways we present our identity through writing. Ethos refers to the way you build credibility through your writing. It is the way you represent yourself in the writing to gain trust from the reader.

Here are some questions to ask about ethos:

93. What impression do you want to make on the reader?
94. What tone of voice do you want to use?
95. Who are you speaking for when you write?
96. Are you part of a larger community when you write?
97. How can you let the reader experience your competence?

Here is some information to remember about ethos:

98. Readers will pay attention to the language you use in making a judgment about your

credibility.

99. Readers will notice the kind of examples you use as those examples say something about your level of engagement with the topic, about your expertise, or about the amount of research you have done.
100. Readers will notice how well you explain things. Your ideas find their clearest expression in your explanations. The more developed your explanations about the truth-value of your claims, the more credibility you have with the reader.
101. Readers will detect inaccuracy or lack of engagement with a topic

5. MESSAGE: In its most elemental form, message consists of what you want to say about a particular topic, event, or idea. It is the controlling idea of the essay. Message is the product of your thinking about purpose and audience; it is what you want to say to the reader or the point you want to get across. It is your most dominant claim.

Here are some questions to ask about message:

102. Can you summarize the main point of your essay in a short paragraph?
103. Does your message support the purpose of your writing?
104. Do all the evidence and explanations you use in your writing relate to your message?
105. Does the audience need to hear your message?
106. Is your message meaningful?
107. Is your message self-evident?
108. What happens when you apply the “So what?” question to your writing?

Here is some important information to remember about message:

109. Remember to ask the age-old question about your writing: So what?
110. Message is often not discovered until after you have done quite a bit of writing
111. Another way to think of message is as the largest claim of the writing.
112. Remember that we pass along a lot of messages in our writing, but in academic writing, one message seems to prevail as the most important.

Now that you have considered the “rhetorical framework” for your writing, develop a set of instructions for yourself about how you will use this information in your first draft.

Here is a sample response.

About my audience: I need to write about my need for a job that will lead to a career. If the employer is looking for someone to hire right now, I need to make sure that my letter shows that I can write well, am responsible (one of my key words), and really want to go to work. The employer needs to see that I am reliable as well as responsible. How can I show that in my letter? I can tell a story about when I was responsible, or I

can talk about my attendance at school. Maybe that will convince him or her. I need to think about what I want the reader to understand about me and choose a good example.

OR

About my audience: I know that college application readers have to read fast and have to read a lot of essays. I need to think carefully about how I am going to open my essay. I may want to use an anecdote, like the one I wrote in response to the Pérez essay that shows how I have handled difficulties by being strong and resourceful, two of my key concepts. I will need to explain how that difficulty showed my strengths and maybe be sure that the reader understands why I think these traits qualify me as ready for college.

Activity 24: Composing a Draft

Today you are going to write a first draft. You have two choices for how to proceed, but you have one responsibility—you must bring a first draft of your writing to class tomorrow.

Option 1: Just start writing. In this option, your plan is to just write and then figure out, once you have written, what your structure and organization is going to be. Writers who take this route should feel like they are ready to write, which means you have done plenty of thinking and have a good sense of how you want your letter/essay to develop. Writers who take this route should be able

to describe your paper to another person, telling them what the paper is going to say and what it is going to do to the reader. After you have completed your draft, you should be able to fill out the organizational planning chart we are using to identify what you want to write about in each section of your paper and what effect you want that section to have on the reader.

Option 2: In this option, you take a little time, maybe 20 minutes, to sketch out your paper using the planning chart provided below. This option is good for writers who have a sense of what they want to say but may need a little rehearsal for their paper by getting some ideas down before they begin composing. Using the chart below, think about the different sections of your paper and write to yourself about what each section is going to say and what effect you want each section to have on your reader. Filling out this chart should help you reach a point where you can describe what you think your paper is going to say after you have completed your first draft.

Planning Chart

What I will write about in this section. . .	The effect this section will have on the reader. . .
--	--

What I will write about in this section. . .	The effect this section will have on the reader. . .
What I will write about in this section. . .	The effect this section will have on the reader. . .
What I will write about in this section. . .	The effect this section will have on the reader. . .

Remind students that they must have a draft for tomorrow’s class. One of the requirements of employers and college instructors is that workers or students are responsible and reliable. Other members of the class are relying on one another to complete a draft so as a class they all can begin refining their writing by providing feedback, a very common workplace and university practice.

Activity 25: Considering Structure—Read Around Activity

In today’s class, we are going to do a Read Around. A Read Around is an activity during which we read, very quickly, each essay in the class. If we don’t read all the essays, that is okay, but we will run at least four cycles of reads to get a good sense of what our writing looks like. After we have finished reading, we will develop a list of the best qualities we saw in the writing, identifying what we are doing well. Then we will make a list of things we need to work on, and perhaps some advice about what to do to improve our writing.

As you read papers, give some attention to the effectiveness of beginnings, middles, and ends of the paper. Making observations about how these sections of your writing are working may lead to more specific advice about improving your writing.

Follow these steps:

1. Organize into groups of four or five and face your desks together.
2. Get out your paper.
3. Cross out your name, and write a four-digit number above it (for example: 5577).
4. Elect a table leader.
5. The table leader collects the papers.
6. The table leader passes papers to the group on the teacher’s left.
7. The table leader hands out the papers to his or her own group.
8. On the signal, read the paper quickly with no marking.
9. Once the teacher stops the reading, pass the paper to the left.
10. Start reading when the teacher tells you to.
11. Repeat last two steps until your group has read all the papers.
12. Discuss which paper is best; the table leader takes notes on your reasons that

paper is best in the group.

13. The table leader writes down the number of the best paper.
14. Table leader collects papers and passes them to the next group.
15. Repeat steps 7-14.

The key here is to read fast, read for content, and then make sure you have good reasons for choosing the best paper in each grouping. During the discussion of the writing, take notes on the information you need to improve your own writing, paying particular attention to beginnings, middles, and ends of the writing.

Qualities of the papers that work	What I need to work on
Beginnings	
Middles	
Ends	

Activity 26: Revising Rhetorically

Today the class will work in small groups to assess the openings to your writing. We are going to look for two key elements as you evaluate the effectiveness of your openers:

113. How introductions invite the reader to get to know you
114. How effectively your introduction will help your readers distinguish you from the rest of the letters or applications they are reading

Homework: Revise your draft and bring a hard copy to class.

Activity 27: Editing

Editing is different from revising. When you edit, you are paying attention to sentence level concerns in the writing. That does not mean you ignore any content or organizational issues that surface, like problems with continuity between sentences or the development of ideas.

We are going to edit our papers for two important elements:

115. Spelling and word choice
116. Sentence variety

Activity 28: Reflecting on Your Writing Process

Now that you have completed your writing, having improved it as much as you could over the past few weeks, it is time to put the final touch on your portfolio. After you

have assembled your portfolio, take 15 minutes or so to discuss with a partner what you have learned during this unit about some of the following ideas:

1. What are some actions that good writers do as they prepare, generate, draft, and revise writing?
2. What have you learned about being an effective reader?
3. What have you learned about using writing to discover what you think?
4. What have you learned about writing as a process of decision-making?
5. What have you learned about reading and its relationship to effective writing?

Once you have discussed some of these questions in small groups, compose your own “cover letter” for your portfolio in which you explain what you have learned about reading and writing during this module. Answering any or all of these questions will not only provide your teacher with an understanding of the learning you are carrying away from this module but also give you the opportunity to say what you are learning and keep a record of the strategies and assumptions that shape the habits of effective readers and writers.

Suggested Assessment

The final letter or essay must be around 1000 words, typed, proofread, and ready to send out to either a school or employer.

UNIT II: Rhetoric of the Op-Ed Page

This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin on animals' capacity for experiencing human emotions. The concepts of Aristotelian rhetoric will be used throughout the course by all of the modules. Students also have the opportunity to critically engage opposing views on the issue. Culminating writing assignments include a letter to the editor in response to the Rifkin article and an animal "Bill of Rights."

Standards Addressed

Reading Informational Text: 5A, 1; 2, 3, 4, 5, 6, 7

Language: 1a, b; 2a, b; 3; 4 a, b, c, d; 5a, b

Speaking/Listening: 1; 1a, b, c, d

Writing: 1a, b, c, d, e, f; 2a, b, c, d, e, f; 2, 5, 7, 9, 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text
- Determine the meaning of words and phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts
- Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics

Suggested Activities

Quick Write

Skit

Exploring Key Concepts of “Persuasion”

Surveying the Text

Making Predictions and Asking Questions

A word Tree for vocabulary

Reading for Understanding (Chunking and Reciprocal reading)

Unpacking Text by creating a graphic organizer

Visual representation of “Your” words

Reading against the grain

Summarizing using metacognitive conversation

Questions Concerning: Ethos, Logos, Pathos

Personal connections to the story through Questions

Discussion of relationships and position

Defining Personhood

Letter to the Editor

Writing and Essay

Trying on Words, Perspectives and Ideas

Learning to Quote, Paraphrase and Respond

Editing a draft

Responding to Feedback

Reflecting on Your writing process

Suggested Assessment

Write a letter expressing your viewpoint to the editor of the newspaper.

UNIT III: Racial Profiling

This module has been designed to provoke students to take a stand on the controversial topic of racial profiling. Students identify, analyze, and evaluate the rhetorical moves Bob Herbert makes in his professional essay before determining the extent to which they will use similar strategies in their own essays.

Standards Addressed

Reading Informational text: 1, 2, 3, 4, 5, 6, 7

Language: 1a, b; 2a, b; 3a; 4a, b; 5a, b

Speaking/Listening: 1a, b, c, d

Writing: 1a, b, c, d, e, f; 2a, b, c, d, e, f; 4, 5, 7, 8, 9, 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Read and respond to an essay rhetorically
- Analyze an argument
- Interpret and integrate information from multiple sources
- Compare and contrast diverse perspectives on an issue
- Analyze contexts rhetorically
- Write a text-based academic essay

Suggested Activities

Quick Write

Internet Search “Jim Crow”

Vocabulary in your own words; and your association to the words

Cubing

Making Predictions and Asking Questions

Exploring Key concepts

Partner work for a picture Outline

Noticing Language

Annotating Reading

Summarizing using notes and annotations

Logos, Ethos and Pathos connections

PAPA Square

Write an Essay

Trying on Words, Perspectives and Ideas

Learning to Quote, Paraphrase and Respond
Editing a draft
Responding to Feedback
Reflecting on Your writing process

Suggested Assessment

Students are to write an essay taking a stand on the controversial topic of racial profiling. Students identify, analyze, and evaluate the rhetorical moves Bob Herbert makes in his professional essay before determining the extent to which they will use similar strategies in their own essays.

UNIT IV: The Value of Life

This module asks students to synthesize their understanding of Hamlet’s “To be, or not to be” soliloquy; an excerpt from Chris Jones’s interview of Roger Ebert; an article by Amanda Ripley on the aftermath of 9/11; and a life insurance tool, the Human Life Value Calculator. Students are asked to add their voices to the discussion by creating a well-developed response to the question engaged by these sources: How should human life be valued? The summative writing assignment is a reading-based essay of 750 to 1,500 words.

Standards Addressed

Reading Informational text: 1, 2, 3, 4, 5a, 6, 7

Reading Literature: 2, 4, 5

Language: 1a, b; 2a, b; 3a, 4a, b, c, d; 5a, b; 6

Speaking/Listening: 1a, b, c, d

Writing: 1a, b, c, d, e, f; 2a, b, c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

1. In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Analyze a complex set of ideas and explain how specific ideas, individuals, or events interact in an academic conversation
- Integrate and evaluate multiple sources of information presented in different media and genres in order to address a question or solve a problem
- Analyze the cumulative impact of specific word choices on meaning and tone
- Determine an author’s point of view or purpose in a text
- Write a reading-based argument essay on a question at issue

Suggested Activities

Quick Write

Model Concept Map

Vocabulary in your own words; and your association to the words

Cubing

Making Predictions and Asking Questions

Exploring Key concepts

Polar Opposites (Term and Antonym)

Noticing Language (word families)

Annotating Reading
Summarizing using notes and annotations
Logos, Ethos and Pathos connections
Charting multiple texts
Mapping and Organizing Structure
Write an Essay
Trying on Words, Perspectives and Ideas

Suggested Assessment

Students are asked to add their voices to the discussion by creating a well-developed response to the question engaged by these sources: How should human life be valued? The summative writing assignment is a reading-based essay of 750 to 1,500 words.

UNIT V: Good Food/Bad Food

The module was designed to evaluate three proposals which argue for different approaches for responding to the obesity epidemic. Students analyze the proposals and consider how they were constructed to convince their audience. They then gather additional evidence from Web sites and from a survey they design and administer. The final assignment asks them to write a proposal of their own for how to improve the eating habits of students at their school.

Standards Addressed

Reading Informational Text: 1a, b, c, d; 2; 3; 4; 5a; 6; 7

Language: 1; 2; 3a; 4a, c, d; 5a; 6

Speaking/Listening: 1a, b, c, d

Writing: 1a, b, c, d, e, f; 2; 4; 5; 7; 8; 9

Instructional Objectives

In addition to implementing many of the California Common Core State Standards, the module targets the skills areas listed below.

Students will be able to

- Identify the main ideas, including the author's main argument/claim within a text
- Analyze the structure of a text that makes a proposal
- Summarize and respond to a proposal
- Write a rhetorical précis that identifies the rhetorical strategies of the writer
- Design a survey and incorporate evidence from the survey in their own proposal
- Construct a proposal using multiple sources as evidence
- Revise rhetorically to meet the needs of the audience for their proposal
- Edit with a focus on improving readability

Suggested Activities

Quick Write

Cause and Effect Diagram

Vocabulary in your own words; and your association to the words

Anticipation Guide

Making Predictions and Asking Questions

Exploring Key words and concepts

Reading for Understanding (The believing Game)

Noticing Language (word families)

Determining Purpose
Annotating Reading
Summarizing using notes and annotations
Rhetorical Precis Rubric
Logos, Ethos and Pathos connections
Designing and Administering a Survey
Mapping and Organizing Structure
Incorporating Data
Editing Draft Proposal
Write a final Proposal

Suggested Assessment

Students evaluate three proposals, which argue for different approaches for responding to the obesity epidemic. Students analyze the proposals and consider how they were constructed to convince their audience. They then gather additional evidence from Web sites and from a survey they design and administer. The final assignment asks them to write a proposal of their own for how to improve the eating habits of students at their school.

UNIT VI: Into the Wild

The nonfiction, full-length work *Into the Wild*, by Jon Krakauer, was published in 1996. Engaging students in this biography/story based on Krakauer's investigation of Christopher McCandless, a young idealistic college graduate allows them to think deeply about human motivation and perhaps begin to understand something of the complexity of maturity. Excerpted in the book, students experience a taste of the works of the American Transcendentalists and Russian novelists, which so influenced McCandless's life philosophy. Students conclude the assignment by writing a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500 to 2,500 words.

Standards Addressed

Reading for Information Text: 1; 2; 3; 4; 5a; 6; 7

Reading for Literature: 3

Language: 1a, b, c; 2a, b; 3a; 4a, b, c, d; 5a, b; 6

Speaking/Listening: 1a, b, c, d

Writing: 1a, b, c, d, e; 2a, b, c, d, e; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a full-length text
- Determine the meaning of words and phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts
- Make effective rhetorical choice in light of audience and purpose
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context

- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics

Suggested Activities

Quick Write

Survey Text

Character descriptions from Text

Making Predictions and Asking Questions

Exploring Key vocabulary and concepts (“I know it well. I have heard of it. I do not know it. Chart)

Vocabulary and Reading Log

Context Clues

Chapter reading Epigraphs

Mapping Chapters (The Journey)

Descriptive Outlining

Annotating and Questioning Text

Summarizing using notes and annotations

Logos, Ethos and Pathos connections

Surveying Text and making Predictions

Determining the Function of the Outcasts, Idealists and Dreamers

Family History

Annotating and Questioning Text

Summarizing and Responding

Logos, Ethos and Pathos

Timed Writing Assignment

A Take-Home Essay

A Researched Essay

Composing a Draft

Using the Words of Others

Quote, Paraphrase and Respond

Using Model Language

Revise Rhetorically (paired and individual work)

Responding to Feedback

Reflecting on the Writing

Suggested Assessment

Students write a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500 to 2,500 words.

Semester II

UNIT VII: Juvenile Justice

The module explores a legal issue and the way in which scientific evidence and personal observations and experience contribute to different strongly held points of view on the topic. Students practice analyzing different genres of text from a rhetorical perspective. The final on-demand assignment asks students to respond to a recent Supreme Court decision on the topic and to construct their own argument on one or the other side.

Standards Addressed

Language: 1a, b; 2a, b; 3a; 4a, b, c, d; 5a, b; 6

Speaking and Listening: 1a, b, c, d;

Reading: 5a

Reading Informational Text: 1; 2; 3; 4; 5a; 6; 7

Writing: 1a, b, c, e, f; 2a; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Identify the main ideas, including the author’s main argument/claim within a text
- Summarize and respond to a text
- Analyze the impact of the author’s ethos on the credibility of an argument
- Compare different arguments and the rhetorical strategies of their writers
- Construct an argument using sources
- Revise rhetorically to establish a clear focus for their essay
- Edit with a focus on sentence structure

Suggested Activities

Quick Write

Defining Juvenile

Defining Legal Terms (Situation, Crime or Conviction, Punishment or Sentence Chart)

Surveying Text

Making predictions and Asking Questions

Brainstorming and Categorizing on a Graphic Organizer

Vocabulary Self-Assessment Chart

Reading for Understanding (“with the grain” or “playing the believing game”)

Content and Purpose of Text

Focused Questions from related articles (“Startling Finds” and “Kids are Kids”)

Metacognitive Conversations/discussions

Annotating and Questioning Text

Plus and Minus Chart for words used by the author of articles

Summarizing and Responding

Peer Response Rubric

Logos, Ethos and Pathos Questions

Student led Discussion

Trying on words, Perspectives and Ideas

Developing a Thesis Statement

Using the Words of Others (Quote, Paraphrase and Summarize)

Write a Draft, Edit a draft, Respond Rhetorically to Feedback

Final Essay and Reflection on Writing Process

Suggested Assessment

The final on- demand assignment asks students to respond to a recent Supreme Court decision on the topic and to construct their own argument on one or the other side.

UNIT VIII: Language, Gender, and Culture

In this module, students interrogate gender norms and how those norms are enforced by social pressures. They begin by reflecting on their own experiences with gender-based social pressures, deepening their understandings of the relationships among language, gender, culture, and identity. They then read a transcript of and view a short talk by Judith Butler, which should help to prepare them to think more carefully about the concepts in the module. In addition to asking students to reflect on a range of topics including gender, identity, and race, the module readings ask students to consider how norms of behavior are enforced through language and social interaction and to analyze the ways they may have been silenced or witnessed others being silenced. The final writing assignment provides students with an opportunity to transform their own silence into language and social action.

Standards Addressed

Language: 1,a, b; 2,a, b; 3, 3a; 4, a, b, c, d; 5, 5a, b; 6

Speaking and Listening: 1, a, b, c, d

Reading Informational Text: 1; 2; 3; 4; 5; 5a; 6; 7

Writing: 1, a, b, c, e, f; 2; 2a; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Explain how language and cultural norms shape identities
- Descriptively outline a speech
- Analyze and use personal experience, their own and others', as evidence
- Evaluate and describe authors' stylistic choices
- Imitate authors' styles
- Use writing to propose social change

Suggested Activities

Quick Write

Judith Butler Video (Read Transcript)

Exploring Key vocabulary and Concepts (Concept Map)

Surveying Text

Connecting Text and their Authors

Making predictions and Asking Questions

Synonym Chart for Authors vocabulary and phrases

Annotating and Questioning Text
Mapping and Organizational Structure of Writing
Labeling Components of Argument
Summarizing and Responding
Peer Response Rubric
Logos, Ethos and Pathos Questions
Creating a Conversation among Authors
Trying on words, Perspectives and Ideas
Making a Descriptive Outline
Imitating an Authors Style and Creating a Visual
Summarizing and Responding
Reflecting on Your Reading Process (Chart to Rank Texts in: Language, Gender and Culture)
Create a Double Entry Journal
Using the Words of Others (Quote, Paraphrase and Summarize)
Writing Evaluation Rubric
Write a Draft, Edit a draft, Respond Rhetorically to Feedback
Final Essay and Reflection on Writing Process

Suggested Assessment

The final writing assignment provides students with an opportunity to transform their own silence into language and social action.

UNIT IX: 1984

This module explores George Orwell’s dark, complex, and controversial novel, *1984*. The novel is full of big ideas and themes: totalitarian rule, surveillance technology, mind control, propaganda, the role of the individual versus the collective, the relation of language and thought, and even the nature of reality and perception. The novel is often read as a tragic story of an individual, Winston Smith, who tries to stand up to the totalitarian government and fails. This module is designed to help students go beyond the simple plotline and engage with some of the larger philosophical ideas and themes, in part by carefully reading parts of the novel that are often omitted: the chapters from the fictitious book by Emmanuel Goldstein, *The Theory and Practice of Oligarchical Collectivism*, and the appendix, “The Principles of Newspeak.” In effect, the novel integrates a literary narrative with fictional expository texts, which makes it ideal for use in an ERWC module. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

Standards Addressed

Language: 1, a, b, c, d; 2, a, b; 3, a; 4, a, b, c, d; 5, a, b; 6

Speaking Listening: 1, a, b, c, d

Reading Literature: 1; 2; 3; 4; 5; 6

Reading Informational text: 1; 2; 3; 4; 5, 5a; 6

Writing: 1f; 2, a, b, c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Identify the major themes of a complex full-length novel
- Analyze character traits and motivation
- Make predictions about events and the actions of characters
- Analyze the effects on the reader of stylistic choices and modes of exposition
- Compare the world of the novel to our own world and make judgments about the social critique of the novel
- Write an essay about one of the issues raised by the novel, supporting their ideas with evidence from the text
- Revise rhetorically to meet the needs of their audience
- Edit with a focus on improving readability

Suggested Activities

Define Orwellian
Read “Sleazy Dirtbags”
Explore Key Concepts (“Aristotle’s Three forms of Government Chart”)
Surveying Text (Flipping Through the Book)
Making Predictions and Asking Questions
Fun with Doublethink
Fun with Thought Crime
Reading for Understanding (Make predictions and share answers)
Metacognitive Discussion/Conversation
Noticing Language
Summarizing and Responding
Panel Discussion
The Principles of Newspeak
Annotating and Questioning the Text
Skit Scenario
Grid Graphic Organizer focusing on: Issues, O’Brien’s Position, Winston’s Position
Reflecting on Reading Process
Summarizing and Responding
Article “That’s No Phone. That’s my Tracker.”
Noticing Language Graphic Organizer
The Party and Power Writing Task
Rhetorical Quick Write
Scratch Outline
Write a draft, peer edit, respond to feedback, reflect on writing.
Revise and Write Final

Suggested Assessment

The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

UNIT X: Brave New World

This module explores Aldous Huxley's dystopian science fiction novel *Brave New World* in light of Neil Postman's argument in *Amusing Ourselves to Death* that we are actually more in danger from hedonistic but mindless pleasures than from Orwellian totalitarianism. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

Standards Addressed

Language: 1, a, b, c, d, f; 2, a, b, 2c, 2d; 3, a; 4, a, b, c, d; 5, a, b; 6

Speaking and Listening: 1, a, b, c, d

Reading Literature: 1; 2; 3; 4; 5; 6

Reading for information Text: 1; 2; 3; 4; 5; 5a; 6

Writing: 2, 2a, b, c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

Students will be able to:

- Identify the major themes of a complex full-length novel
- Analyze character traits and motivation
- Make predictions about events and the actions of characters
- Analyze the effects on the reader of stylistic choices and modes of exposition
- Compare the world of the novel to our own world and make judgments about the social critique of the novel
- Write an essay about one of the issues raised by the novel, supporting their ideas with evidence from the text
- Revise rhetorically to meet the needs of their audience
- Edit with a focus on improving readability

Suggested Activities

Exploring Key Concepts

Surveying Text (Questions to Prompt Survey)

Making Predictions and Asking Questions

Understanding key vocabulary

Reading for Understanding

Sharing Answers in Groups

Noticing Language

Summarizing and Responding

Reflecting on Reading Process

Trying on Words, Perspectives and Ideas

Core Questions: Writing Process Tasks (e. g. Entertainment as a Form of Control)

Rhetorical Quick Write
Scratch Outline
Compose a Draft
Quote, Paraphrase, Summarize
Revising Rhetorically
Edit Draft
Responding to Feedback
Reflecting on Writing Process

Suggested Assessment

The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

UNIT XI: Bullying: A Research Project

This module critically examines various forms and definitions of bullying, as well as divergent views of the causes and possible responses to bullying that can be made by schools, teachers, and students. Students also analyze their own school's bullying policy. For the summative assignment, students collaboratively write an anti-bullying guide for new students at their school so that they understand what bullying is and how best to respond to it, either as a target or as an observer. The guide must be based on academic and field research, be visually appealing (e.g., graphs, bullet points, etc.), and include a reference list of sources. The groups will also present their findings orally using either a video or PowerPoint.

Standards Addressed

Language: 1, a, b, c, d; 2; 3; 4, a, b, c, d; 6

Speaking and Listening: 1, a, b, c, d

Reading for Information Text: 1; 2; 3; 4; 5, 5a; 6; 7

Writing: 1, 1d, 1f; 2, a, b; c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Identify the main ideas, including the author's main argument/claim in multiple texts, working individually and collaboratively
- Analyze the structures of texts with particular attention to headings and graphs and design a document that makes use of such features
- Summarize key arguments and evidence in multiple texts and incorporate evidence of texts and other research in their own writing
- Design interview questions and incorporate evidence from the interviews in a guide
- Gather information about bullying from websites and by interviewing adults and students
- Work collaboratively to plan and write a public document
- Work collaboratively to revise a document to unify its style and meet the needs of the audience
- Edit collaboratively with a focus on producing a publishable public document

Suggested Activities

Quick Writes

Key Concepts (Formal and Informal Vocabulary related to bullying and bullies Chart)

Survey Text

Making Predictions and Asking Questions

Understanding Key Vocabulary (Verb and Noun Definition Graphic Organizer)

Reading for Understanding (Note Chart: What the text says.. What I believe)

Interpreting Diagram

Mapping the Organizational Structure

Noticing Language

Summarizing and Responding

Collaborative Reading

Logos, Ethos, and Pathos Questions

Reflecting on your Reading Process

How to Handle a Bully: A New Students Guide

Collaborative Writing (Task and Time Management Chart)

Trying on Words, Perspectives and Ideas

Writing and sharing Preliminary Drafts

Quote, Paraphrase, Respond and Summarize

Using Model language

Revising and Editing

Rhetorical Analysis of Draft

Reflecting on Writing Process

Suggested Assessment

For the summative assignment, students collaboratively write an anti-bullying guide for new students at their school so that they understand what bullying is and how best to respond to it, either as a target or as an observer. The guide must be based on academic and field research, be visually appealing (e.g., graphs, bullet points, etc.), and include a reference list of sources. The groups will also present their findings orally using either a video or PowerPoint.

Suggested Final Course Assessment

Final Reflection on Learning: The ERWC Portfolio

The final instructional sequence and capstone assessment for the ERWC is the “Final Reflection on Learning: The ERWC Portfolio.” In careful alignment with the ERWC goals, the portfolio includes a reading-based argument letter that serves as an analysis and reflection on the student-selected writing samples and the course.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1m

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Medical Biology 1P, 2P

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Medical Biology 1P, 2P

Background/Rationale: “Medical Biology” is an introductory course covering biological concepts important for a general understanding and background for the health professions. Emphasis is on the scientific method and basic processes common to all forms of life. Topics will include ecology, evolution, cells structure and function, genetics, DNA processes, and key anatomy/physiology concepts. Medical Biology is part of the Health and Science Pipeline Initiative. It is designed to fill the role of regular high school Biology and to prepare students for a four-year college. It helps tie important Biological concepts to the health care field. After completing Medical Biology students will advance to Medical Chemistry.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Medical Biology1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Medical Biology1P, 2P
QBS171, QBS172

Segment	High School
Length of Course	One Year
Developed by	<i>Jennifer Bilka</i>
First Edition	2013

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION TWO — COURSE UNITS

Unit I Scientific Method
Unit II Basic Biochemistry
Unit III Cells
Unit IV Cell Energy
Unit V Molecular
Genetics
Unit VI Hereditary Genetics
Unit VII Evolution
Unit VIII Ecology
Unit IX Physiology

Medical Biology

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Medical Biology is an introductory course covering biological concepts important for a general understanding and background for the health professions. Emphasis is on the scientific method and basic processes common to all forms of life. Topics will include ecology, evolution, cells structure and function, genetics, DNA processes, and key anatomy/physiology concepts.

RATIONALE

Medical Biology is part of the Health and Science Pipeline Initiative. It is designed to fill the role of regular high school Biology and to prepare students for a four-year college. It helps tie important Biological concepts to the health care field. After completing Medical Biology students will advance to Medical Chemistry.

COURSE GOALS

Upon completion of this course, students will be able to:

Explain:

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
2. Mutation and sexual reproduction lead to genetic variation in a population.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells
6. Stability in an ecosystem is a balance between competing effects.
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time
8. Evolution is the result of genetic changes that occur in constantly changing environments.
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
10. Organisms have a variety of mechanisms to combat disease.
11. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations.

HPHS Outcomes for Medical Biology

Powerfully Prepared for College and Career (by)

Developing a Biology portfolio that will supplement their school career portfolio

Demonstrating proficiency in all Biology topics throughout the year

Turning in high quality, legible, and completed work, with first and last name

Using complete sentences when answering questions

Responsible Citizen (by)

Turning in all assignments on time

Maintaining organization of Biology handouts and assignments

Advocating for themselves in a mature and appropriate manner

Coming prepared to class with all of the necessary items and ready to learn

Independent Critical Thinker (by)

Generating and answer complex questions that require multiple steps (through experimentation and research)

Incorporate varying viewpoints to arrive at scientific conclusion

Successfully use guidelines to organize and accurately evaluate the task(s) presented to you

Determined Life Long Learner (by)

Being intrinsically motivated to answer science questions that are not necessarily within the given curriculum

Staying motivated to achieve proficiency in topics that challenge

Excellent Communicator

Creating lab reports that are complete and thorough

Acting and speaking professionally in the classroom

Demonstrating knowledge of correct English and scientific terms when writing

Using various media and computer programs to enhance presentations and discussions

COURSE STANDARDS

California Biology State Standards

INSTRUCTIONAL MATERIALS

- Various Lab Materials
- *Health and Science Pipeline Initiative* Curriculum
- Projector
- Computer

SUPPLEMENTARY MATERIALS:

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit I Scientific Method (2 weeks)

Unit II Basic Biochemistry (2 weeks)

Unit III Cells (4 weeks)

Unit IV Cell Energy (4 weeks)

Unit V Molecular Genetics (4 weeks)

Unit VI Hereditary Genetics (4 weeks)

Unit VII Evolution (4 weeks)

Unit VIII Ecology (4 weeks)

Unit IX Physiology (4 weeks)

TEACHER RESOURCES

HASPI

RECOMMENDED STUDENT RESOURCES

HASPI

SECTION TWO — COURSE UNITS

UNIT I: Scientific Method

This unit addresses key background information for laboratory science courses and sets the foundation for labs that will be explored throughout the year.

Standards Addressed/ Instructional Objectives

CA Science Standards:

Students will be able to

- 1a.** Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- 1b.** Identify and communicate sources of unavoidable experimental error.
- 1c.** Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- 1d.** Formulate explanations by using logic and evidence.
- 1e.** Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- 1f.** Distinguish between hypothesis and theory as scientific terms.
- 1g.** Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- 1h.** Read and interpret topographic and geologic maps.
- 1i.** Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- 1j.** Recognize the issues of statistical variability and the need for controlled tests.
- 1k.** Recognize the cumulative nature of scientific evidence.
- 1l.** Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- 1m.** Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- 1n.** Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

CCSS: Reading Standards

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Suggested Activities

Labs

Milk Madness Lab

Lab – What's in the Box?

Lab – Metrics, Microscopes, and Data
Collection

Lab – Scientific Method

Case Studies

A Recipe for Invention

AIDS and the Duesberg Phenomenon

Amandas Absence

An End to Ulcers

Cell Phone Use and Cancer

Childbed Fever

Lady Tasting Coffee

Life-The Final Frontier

Love Potion10

Nanobacteria

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT II: Basic Biochemistry

This unit addresses how Chemistry relates to Biology. It explains how metabolism refers to chemical reactions that occur within an organism. Atoms play a role in chemical reactions and are the fundamental units of matter. The body is composed of organic compounds and they are involved in chemical reactions that maintain homeostasis.

Standards Addressed/ Instructional Objectives

CA Standards Students will be able to

Cell Biology

1b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

Function of specific human enzymes: amylase, catalase, lipase, etc.

Importance of maintaining a consistent pH within the human body – factors that may influence that pH.

1h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

Glucose as precursors to glycogen

Amino acids as precursors to complex proteins

Fatty acids and steroids

Nucleic acids relationship to DNA & RNA

Genetics

4e. Students know proteins can differ from one another in the number and sequence of amino acids.

Human proteins (images) to compare

4f.* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

Human proteins (images) and explanation of their function and chemical properties.

CCSS:

ELA/Literacy –

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS3-1),(HS-LS3-2)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (HS-LS3-1)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-LS1-1)

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS1-3)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-LS1-3)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-4)

Mathematics – MP.2 Reason abstractly and quantitatively. (HS-LS3-2),(HS-LS3-3)

MP.4 Model with mathematics. (HS-LS1-4)

HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (HS-LS1-4)

HSF-BF.A.1 Write a function that describes a relationship between two quantities. (HS-LS1-4)

NGSS

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Suggested Activities

Labs

Quantifying Enzyme Activity with Amylase;

Wards

Activity – pH of the Body

Lab – Catalase

Lab – Enzyme Action on Starch

Lab – Enzymes on Germinating Seeds

Lab – Polymers

Case Studies

Acid pH and Buffers

Should Bill Buy Sammy

Why is Patrick Paralyzed

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT III: Cells

This unit addresses the relationships between structure and function at the cellular level and subcellular levels of an organism. It identifies common features of cells and the major differences between prokaryotes and eukaryotes and how cell structures maintain homeostasis. It describes how substances move in and out of a cell and how that is accomplished.

Standards Addressed/ Instructional Objectives

CA Students will be able to

Cell Biology

1a. Students know cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

- Disorders that disrupt the semi-permeable membrane*
- Process through which a virus invades the semi-permeable membrane*
- Prokaryotic capsid as protection against outside environment*
- Poisons that cause lysis of cell membrane*

1c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

- The process of viral infection in the human body cell.*

1e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

- Specific proteins produced and used in the body*

1j* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

- Cytoskeleton disorders and affect*

CCSS

ELA/Literacy –

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS3-1),(HS-LS3-2)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (HS-LS3-1)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-LS1-1)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-4)

Mathematics – MP.2 Reason abstractly and quantitatively. (HS-LS3-2),(HS-LS3-3)

MP.4 Model with mathematics. (HS-LS1-4)

HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (HS-LS1-4)

HSF-BF.A.1 Write a function that describes a relationship between two quantities. (HS-LS1-4)

NGSS

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

Suggested Activities

Labs

Extracting DNA

Labs – Cells

Lab – Osmosis

Lab – Plant vs. Animal

Lab – Surface Area

Lab – Surface Area

Lab – Water Transport/Osmosis

Case Studies

A Typical Cold

Agony and Ecstasy- Diffusion & Osmosis

Between the Living and the Dead

But I'm Too Young

Little Mito

Osmosis is Serious Business

Sickle Cell Anemia

Take Two and Call Me in the Morning

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT IV: Cell Energy

This unit addresses how energy is made available to cells to power metabolism. It will explain how energy is captured and stored during photosynthesis in autotrophs, and how energy becomes useable to both autotrophs and heterotrophs through cellular respiration.

Standards Addressed/ Instructional Objectives

CA Students will be able to

Cell Biology

1f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

Importance of photosynthesis to the creation of sugar for energy that runs the human body

1g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

Relationship between ATP energy content and a calorie.

Breakdown of fats and proteins to produce ATP in absence of adequate carbohydrates.

Effects of anorexia and bulimia on these processes.

1i.* Students know how chemi-osmotic gradients in the mitochondria and chloroplast store energy for ATP production.

Effects of protein alteration within the chemi-osmotic gradient

CCSS:

ELA/Literacy –

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS3-1),(HS-LS3-2)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (HS-LS3-1)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-LS1-1)

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS1-3)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.(HS-LS1-3)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-4)

Mathematics – MP.2 Reason abstractly and quantitatively. (HS-LS3-2),(HS-LS3-3)

MP.4 Model with mathematics. (HS-LS1-4)

HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (HS- LS1-4)

HSF-BF.A.1 Write a function that describes a relationship between two quantities. (HS-LS1-4)

NGSS

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-3.

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Suggested Activities

Labs

Structure and Function of Mitochondria Lab

Lab – Cellular Metabolism

Lab – Chromatography

Lab – Fermentation

Lab – Photosynthesis

Lab – Yeast Respiration

Case Studies

A Can of Bull

A Rigorous Investigation

The Mystery of the Seven Deaths

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT V: Molecular Genetics

This unit addresses how genetic traits are passed from one generation to the next. It explains how genetic variation is fundamental to evolutionary change and how possible combinations of parental genes increase the probability that evolution will occur. It also addresses genetic mutations.

Standards Addressed/ Instructional Objectives

CA Students will be able to

Cell Biology

1d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.

- Importance of molecular biology for medical advancements for patient specific cancer therapies.*

Genetics

4a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.

- RNA's role in neurological diseases*
- RNA viral infections - ebola*

4b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.

- Effect of single codon errors – sickle cell, thalassemia*

4c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

- Single amino acid mutation in H1N1 caused pandemic in 2009 by dramatically increasing the viral replication and pathogenicity of H1N1.*

4d. Students know specialization of cells in multi-cellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.

- Identify the role of stem cells.*
- Compare and contrast some common specialized cells of the human body – neurons, skin cells, muscle cells, blood cells, etc.*

4e. Students know proteins can differ from one another in the number and sequence of amino acids.

- Compare the protein structures of major human proteins – hemoglobin, myosin, insulin, etc.*
- Comparison of normal proteins to abnormal proteins.*

4f.* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

- Compare the protein structures of major human proteins – hemoglobin, myosin, insulin, etc.*
- Comparison of normal proteins to abnormal proteins.*

5a. Students know the general structures and functions of DNA, RNA, and protein.

- Look at diseases or situations that could cause disruption of DNA, RNA, or protein structure – Ewing's Sarcoma, poisons, extreme temperatures, etc.*

5b. Students know how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication and transcription of information from DNA into mRNA.

- Talk about different genetic disorders and how each step of the transcription process is integral to keep permanent mutations from occurring.*

CCSS

ELA/Literacy -

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS2-1),(HS-LS2-2),(HS-LS2-6),(HS-LS2-8)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS2-1),(HS-LS2-2)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS4-6)

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS2-7),(HS-LS4-6)

Mathematics -

MP.2 Reason abstractly and quantitatively. (HS-LS2-1),(HS-LS2-2),(HS-LS2-6),(HS-LS2-7)

MP.4 Model with mathematics. (HS-LS2-1),(HS-LS2-2)

HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4),(HS-LS2-7)

HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-LS2-1),(HS-LS2-2),(HS-LS2-7)

HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-LS2-1),(HS-LS2-2),(HS-LS2-7)

HSS-ID.A.1 Represent data with plots on the real number line. (HS-LS2-6)

HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (HS-LS2-6)

HSS-IC.B.6 Evaluate reports based on data. (HS-LS2-6)

NGSS

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scalesHS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Suggested Activities

Labs

Lab – DNA Extraction

Lab – Mitosis

Case Studies

Baby Doe vs. Prenatal Clinic

Cross Dressing or Crossing-Over

Make a Life to Save a Life

The Case of the Dividing Cell

The Case of the Druid Dracula

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT VI: Hereditary Genetics

This unit addresses DNA as the hereditary material that directs the development of a new generation of individuals patterned after parental generation, through meiosis. It will explore the concepts of DNA replication, transcription, and translation. In addition, it explains the how genes can be isolated for genetic engineering, identifying/ curing certain diseases, and altering farm animals to medically useful proteins.

Standards Addressed/ Instructional Objectives

CA Students will be able to

Genetics

- 2a.** Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2b.** Students know only certain cells in a multicellular organism undergo meiosis.
 Only sperm and eggs undergo meiosis within the testes and ovaries only.
- 2c.** Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- 2d.** Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
 Use human traits to demonstrate the random acquisition of traits from parents.
- 2e.** Students know why approximately half of an individual's DNA sequence comes from each parent.
- 2f.** Students know the role of chromosomes in determining an individual's sex.
- 2g.** Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
- 3a.** Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
 Identify common genetic disorders resulting from different modes of inheritance – colorblindness, Huntington's disease, cystic fibrosis, Klinefelter's syndrome, etc.
- 3b.** Students know the genetic basis for Mendel's laws of segregation and independent assortment.
- 3c.*** Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
 Use pedigrees to predict whether individuals are susceptible to
- 3d.*** Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
- 5c.** Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- 5d.*** Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
 Go over the uses of recombinant DNA molecules in medicine – insertion and translation of various human proteins such as insulin.
- 5e.*** Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.
 Medical impacts of cloning, recombinant DNA, and gene therapy.

CCSS

ELA/Literacy -

- RST.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)
- RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS2-1),(HS-LS2-2),(HS-LS2-6),(HS-LS2-8)
- RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)
- RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)
- WHST.9-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-LS2-1),(HS-LS2-2)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS4-6)
WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS2-7),(HS-LS4-6)

Mathematics -

MP.2 Reason abstractly and quantitatively. (HS-LS2-1),(HS-LS2-2),(HS-LS2-6),(HS-LS2-7)

MP.4 Model with mathematics. (HS-LS2-1),(HS-LS2-2)

HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4),(HS-LS2-7)

HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-LS2-1),(HS-LS2-2),(HS-LS2-7)

HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-LS2-1),(HS-LS2-2),(HS-LS2-7)

HSS-ID.A.1 Represent data with plots on the real number line. (HS-LS2-6)

HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (HS-LS2-6)

HSS-IC.B.6 Evaluate reports based on data. (HS-LS2-6)

NGSS

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Suggested Activities

Labs

Lab – Transfusions

Lab – Karyotyping

Lab – Genetic Disorders

Lab – Electrophoresis

Preparation of Human Chromosome Spread

Analyzing Chromosomes Through Karyotyping

Linking Blood Donors and Recipients

Activity – Heredity

Case Studies

A Right to Her Genes

A Sickeningly Sweet Baby Boy

Bringing Back Baby Jason

Can a Genetic Disease be Cured

Genetic Testing and Breast Cancer

In Sickness and in Health- Genetic Counseling

Living With Her Genes

More Than Meets the Eye

SNPs and Snails and Puppy Dog Tails

Salamander Superman

Saving Superman

Selecting the Perfect Baby

Sometimes it is All in the Genes

The Case of Eric – Lou Gehrig's disease

The Death of Baby Pierre

The Raelians

Those Old Kentucky Blues

Two Peas in a Pod

Wolfman- Chromosomal Basis of Heredity

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT VII: Evolution

This unit addresses a basic understanding of evolution and natural selection. It will explore the elements of the theory and the examples of changes in natural populations. It explains the how scientists estimate the age of the earth and life complexity increased from its first form.

Standards Addressed/ Instructional Objectives

CA Students will be able to

Evolution

7a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.

The natural selection and mutation of bacteria and viruses occurs rapidly allowing them to quickly evolve and evade our natural and unnatural defenses.

7b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.

Discuss the concept of carriers for a disorder.

Discuss interaction between sickle cell anemia traits and malaria.

7c. Students know new mutations are constantly being generated in a gene pool.

The mutation of bacteria and viruses to quickly adapt to our defenses.

7d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

Ability of some humans to be resistant to certain diseases increasing their likelihood of survival.

7e.* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.

Application of Hardy-Weinberg to the human population with HIV.

7f.* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

Application of Hardy-Weinberg to the human population with HIV.

8a. Students know how natural selection determines the differential survival of groups of organisms.

Discuss how bacteria and viruses continue to adapt to survive in their environment.

8b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.

Ability of some humans to be resistant to certain diseases increasing their likelihood of survival.

8c. Students know the effects of genetic drift on the diversity of organisms in a population.

Epidemics and pandemics of diseases like H1N1, HIV, etc.

8d. Students know reproductive or geographic isolation affects speciation.

The "Blue People" of Kentucky are isolated and a large percentage of the population have methemoglobinemia.

8e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

8f.* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.

8g.* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various

CCSS

ELA/Literacy -

RST-11.12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)

RST-11.12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS4-5)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5)

SL.11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (HS-LS4-1),(HS-LS4-2)

Mathematics -

MP.2 Reason abstractly and quantitatively. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5)

MP.4 Model with mathematics. (HS-LS4-2)

NGSS

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment

HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Suggested Activities

Labs

Lab – Bacteria & Antibiotics

Antibiotic Resistance

Activity – Hardy Weinberg and HIV

Case Studies

A Tale of Three Lice

An Antipodal Mystery

Case of Desiree's Baby – Evolution of Skin Color

Chimp Droppings Lead to Evolution Discovery

Cross Dressing Salmon

My Brother's Keeper

The Dating Game- Human Evolution

Trouble in Paradise

Why Sex is Good

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT VIII: Ecology

This unit addresses how a population grows and changes, how organisms interact within their environment, how matter and energy are moved within an ecosystem, and how symbiotic interactions affect organisms.

Standards Addressed/ Instructional Objectives

Students will be able to

Ecology

CA Students will be able to

6a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

Effect of biodiversity on human population and effect of human population on biodiversity

Use of plant and/or animal species in pharmaceuticals and herbal supplements.

6b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

Analyze how climate change, population size, nonnative species, and pollution can effect human health.

6c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.

Look at current human population rate and compare overall health in areas of high vs. low population density.

6d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

Causes and effect of imbalance in any of the biogeochemical cycles.

6e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.

6f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

Nutritional value comparison of producers, consumers, and decomposers.

6g.* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

CCSS

ELA/Literacy -

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS1-6),(HS-LS2-3)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1-6),(HS-LS2-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6),(HS-LS2-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS1-6)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-5),(HS-LS1-7)

Mathematics -

MP.2 Reason abstractly and quantitatively. (HS-LS2-4)

MP.4 Model with mathematics. (HS-LS2-4)

HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-LS2-4)

HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-LS2-4)

HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-LS2-4)

NGSS

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Suggested Activities

Labs

Lab – Body Ecosystems

Lab – The Oral Environment

Lab – Disease Transmission

Lab – Outbreak!

Lab – Epidemics

Lab – Bioaccumulation

Effects of Toxic Chemicals on Cells

Activity – Ecology & Evolution

Activity – Food webs

Lab – Chlorophyll Fluorescence

Lab – Effect of pH on growth

Lab – Growth rate

Lab – Transpiration

Case Studies

A Case of a Tropical Disease and its Treatment

AH-CHOO Climate Change and Allergies

Bad Fish Bad Bird

Banana Split-To Eat or Not to Eat

Cancer Cure or Conservation

Eating PCBs from Lake Ontario

Fecal Coliform in Antarctica

Fishing for Answers in Gulf of Mexico's Dead Zone

Improving on Nature

PCBs in the Last Frontier

The Mystery of the Blue Death

To Spray or Not to Spray

Tuna for Lunch

What's in Your Water Bottle

You Poured it Where?

Suggested Assessment

Labs, quizzes, questions on readings, test

UNIT IX: Physiology

This unit addresses internal organization of important body systems. It explores the skeletal, muscular, cardiovascular, respiratory, digestive, excretory, nervous, endocrine, lymphatic, integumentary, and reproductive systems with regards to functions and structures.

Standards Addressed/ Instructional Objectives

CA: Students will be able to

Physiology

- 9a.** Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- 9b.** Students know how the nervous system mediates communication between different parts of the body and the body's interaction with the environment.
- 9c.** Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- 9d.** Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- 9e.** Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
- 9f.*** Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- 9g.*** Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
- 9h.*** Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
- 9i.*** Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
- 10a.** Students know the role of the skin in providing nonspecific defenses against infection.
- 10b.** Students know the role of antibodies in the body's response to infection.
- 10c.** Students know how vaccination protects an individual from infectious diseases.
- 10d.** Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
- 10e.** Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- 10f.*** Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

CCSS

ELA/Literacy –

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS3-1),(HS-LS3-2)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (HS-LS3-1)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (HS-LS1-1)

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS1-3)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.(HS-LS1-3)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-4)

Mathematics – MP.2 Reason abstractly and quantitatively. (HS-LS3-2),(HS-LS3-3)

MP.4 Model with mathematics. (HS-LS1-4)

HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (HS-LS1-4)

HSF-BF.A.1 Write a function that describes a relationship between two quantities. (HS-LS1-4)

NGSS

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Suggested Activities

Labs

BonE Voyage to Marsa

Lab – Bones

Lab – Reflexes

ATP Muscle Kit

Lab – How Muscles Work

Lab – Muscles

Lab – Blood Types & Transfusions

Lab – Blood Typing Investigating Human

Respiration Lab

Lab – Lung Capacity

Lab – Digestion

Lab – Calorimetry

Lab – Enzyme Invertase

Lab – Lactose Digestion

Lab – Nutrient Identification

Lab – Protease Enzymes

Dem Bones

Lab – Testing Food for Nutrients

Lab – Urinalysis

Urinalysis and Disease Identification

Lab – Effects of Substances

Lab – Nerve Maps

Lab – Reflexes & Memory

Lab – Senses

Lab – Diabetes

Lab – HIV Transmission

Lab – Bacterial Colonies

Pathogen Webquest

Lab – Transdermal Patches

Lab – HIV Transmission ELISA: HIV/AIDS

Test

Case Studies

Ellen's Choice

Osteoporosis
A Perfect Storm in the Operating Room
A Rigorous Investigation
Anyone Who Had a Heart
Keeping up with the Jones's
Wake-Up Call
Coffee and Cigarettes
Driving Can be Dangerous to Your Health
Woe to That Child
Atkins or Fadkins
Energy Up Weight Down
The Case of the Crying Baby
It's Like Pulling Teeth
Taking It on the Chin
Andrea – The Death of a Diabetic

Chemical Eric
It's Just Stress Right
Anthrax Attack
Closing the Gap – Antiretroviral Therapy
Dr. Collins and the Case of Mysterious
Infection
I Don't Need a Flu Shot
Influenza and the Influenza Vaccine
The Unfortunate Nurse
To Vaccinate or Not to Vaccinate
Not Just Another Day at the Beach
Not an Old Person's Disease
Amber's Secret
Giving Birth to Someone Else's Child
Uretero What?

Suggested Assessment

Labs, quizzes, questions on readings, test



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1n

Meeting Date: July 16, 2015

Subject: Approve Joint Venture and License Agreement Between Sacramento City Unified School District and Social Good Fund, Inc. (Fruit Ridge Community Collaborative)

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

Department: Facilities Support Services

Recommendation: Approve Joint Venture and License Agreement Between Sacramento City Unified School District and Social Good Fund, Inc. (Fruit Ridge Community Collaborative).

Background/Rationale: Following the 7-11 committee's recommendation to not surplus any of the recently closed school sites and further direction given by the Board to seek out viable tenants to provide services to SCUSD students and community, negotiations have been ongoing with Social Good Fund, Inc. for the use of the former Fruit Ridge Elementary School site.

The Facilities Ad Hoc Committee has been involved in the development of an agreement that would allow for the use of the facility and provide a small revenue source from quarterly rental payments.

The license agreement contains a clause that allows the District the opportunity to relocate the tenant should the facility become needed for K-12 educational purposes.

Financial Considerations: The License Fee is \$1.88/square foot/year. The License Fee shall be negotiated each year. All utility costs beyond the base year of 2013-2014 to be the responsibility of the tenant.

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

Documents Attached:

1. Joint Venture and License Agreement

Estimated Time of Presentation: N/A
Submitted by: Cathy Allen, Chief Operations Officer
Approved by: José L. Banda, Superintendent

DRAFT

**JOINT VENTURE AND LICENSE AGREEMENT
BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND SOCIAL GOOD FUND, INC.**

THIS JOINT VENTURE AND LICENSE AGREEMENT ("Agreement" or "License") is made and entered into upon approval between the parties below ("Effective Date"), by and between the Sacramento City Unified School District ("District") and Social Good Fund, Inc., a California nonprofit corporation ("Social Good Fund, Inc.") (collectively, the "Parties"). The operative date ("Operative Date") shall be the date of occupancy by Social Good Fund, Inc. which is estimated to be August 1, 2015 (the "Occupancy Date").

WHEREAS, the District owns property at 4625 44th Street, City of Sacramento which was previously known as Fruit Ridge Elementary School ("Fruit Ridge"); and

WHEREAS, the District and Social Good Fund, Inc. desire to enter into a joint venture and license relationship for the use of the premises at Fruit Ridge described below (the "Premises"); and

WHEREAS, the Agreement sets forth the terms and conditions for such use.

NOW, THEREFORE, the Parties agree to the following terms and conditions:

ARTICLE I

JOINT VENTURE AND LICENSE USE

1.1 **Joint Venture and License; Premises.** The Parties enter into a joint venture and license relationship for the use of the Premises. The District, as Licensor, hereby grants to Social Good Fund, Inc., as Licensee, a license (the "License") for the mutual benefit of the community and children served by both the District and Social Good Fund, Inc. Pursuant to the License, Social Good Fund, Inc. shall have the right to use, subject to the terms and conditions herein, the Premises at Fruit Ridge as more particularly described in Attachment A incorporated herein by this reference. The Premises, for the purpose of the License, may be adjusted from year to year. The license year shall be the fiscal year from July 1 to June 30 (the "License Year"). For the first year, the License Year is estimated to commence on August 1 and shall end on June 30, 2016. The Premises as described in Attachment A shall be the Premises for the first License Year. Thereafter, from year to year, the Premises may be adjusted by the Parties. During the course of a License Year, the Premises may be increased on the providing of written notice as set forth in section 5.11 below. Any adjustments, as described in the Agreement, shall be negotiated at least 90 days before the end of the License Year (the "Negotiation Period").

1.2 **License Fee.** The initial License Fee shall be \$1.88 per square foot per year for the Premises. After the first License Year, any adjustments to the License Fee may not be increased more than 10% above the prior year's License Fee based upon the costs incurred by the District relating to the Premises and other considerations identified by the District. Any decreases to the initial License Fee may be proposed by Social Good Fund, Inc. based on such considerations as its enhancements or improvements to the Premises, its repairs to the Premises, and the benefits to

the District and the community it serves, including student populations. Nothing herein shall commit the District in reviewing such proposals by Social Good Fund, Inc. The License Fee shall be negotiated each year, after the first License Year during the Negotiation Period. The License Fee shall be paid by the tenth of each month or be subject to a late payment fee of \$50 for each week of delinquency plus a 5% interest charge on the principal of the License Fee. For the first License Year, and assuming occupancy on or about August 1, Social Good Fund, Inc. may pay quarterly payments by October 15, January 15, April 15, and July 15 for the year ending June 30, 2016. For subsequent License Years, monthly payment shall be made. Any quarterly payment shall be subject to the same late payment and interest calculation set forth above. Acceptance of payment of a delinquent License Fee, and late payment fee plus interest, shall not waive other remedies of the District to terminate or revoke the License granted herein.

1.3 **License Deposit.** To assure that Social Good Fund, Inc. performs its obligations under the License, and as a source for the payment of any delinquent License Fee due, Licensee agrees to deposit with the District an amount of \$5,000 (the “License Deposit”). The License Deposit shall be made with the District in a fund which will bear interest at the same rate as District funds pursuant to deposit requirements imposed on public school districts. Any unused License Deposit plus interest earned shall be remitted to Social Good Fund, Inc.

1.4 **Sublicense.** Subject to approval by the District of any sublicense agreement, Social Good Fund, Inc., as the holder of the master license, may sublicense occupancy to other organizations within the Premises that provide services compatible with the goals and policies of the District. The sublicense fee may be collected by either Social Good Fund, Inc., or assigned by Social Good Fund, Inc. to the District if consented to in writing by the District. Any such assignment shall serve as a credit against the License Fee unless Social Good Fund, Inc. is in breach of the Agreement. Any fees, charges, or costs collected by the sublicensee which are over and above defraying program and related development costs and are conducted at the Premises resulting in a surplus, may be subject to collection by the District. Social Good Fund, Inc. shall be responsible to insure that the terms and conditions of any sublease agreement are complied with. Social Good Fund, Inc. shall terminate any sublicensee that is in breach of its material obligations of the sublicense. Failure to enforce the obligations of the sublease agreement may be grounds for revocation of Social Good Fund, Inc.’s License. The sublicense agreement shall not exceed the Term as described in Article II.

1.5 **Repairs and Alterations.** Social Good Fund, Inc. accepts occupancy of the Premises in an “as is” condition, except that the District shall ensure that the mechanical systems such as HVAC and plumbing are in working condition prior to the Occupancy Date. Any repairs or improvements (collectively, “Social Good Fund, Inc. Improvements”) shall be submitted to the District for review and approval. The District reserves the right to require, depending on the nature and scope of Social Good Fund, Inc.’s Improvements, lien releases, bonding requirements, insurance during construction, and compliance with other legal obligations associated with such improvements on school property. In consideration of the payment of the License Fee, the District shall conduct necessary maintenance of the Premises (“District Maintenance”) such as repairing leaks, other routine maintenance such as repairing windows, and general maintenance, at the discretion of the District, associated with preserving the structures and other improvements at the Premises. The District shall have the right to recover any costs caused by any licensee committing waste or causing destruction or dilapidation, normal wear and tear excepted.

1.6 **Premises Inspection.** During normal business hours, the District may enter and inspect the Premises for compliance under the License and for compliance by any sublicensee. Such entry shall not unreasonably interfere with the activities being conducted at the Premises. All licensees shall conduct their activities without causing waste, vandalism, or a nuisance at the Premises. Social Good Fund, Inc. waives any claim for damages for injury, inconvenience or interference with Social Good Fund, Inc.'s activities, or any loss of occupancy or quiet enjoyment, caused by such entry, except to the extent caused by the gross negligence, recklessness or willful misconduct of District or any person under its explicit direction or control. District shall have keys, or key cards, to unlock all doors on the Premises and the right to enter by any means necessary for entry. Any entry to the Premises obtained by District by any means shall not under any circumstances be construed or deemed to be a forcible or unlawful entry into the Premises, or a constructive or actual ejection of Social Good Fund, Inc. from the Premises or any portion thereof.

ARTICLE II

TERM OF LICENSE

2.1 **Term.** The term ("Term") of the License and Agreement shall commence on the Effective Date and shall terminate, unless terminated earlier below, on June 30, 2022 ("Termination Date"). Upon mutual consent, in writing between the Parties, the Term may be extended. Notwithstanding the Termination Date, the License and Agreement may be terminated earlier ("Early Termination Date") as follows:

2.2 **Early Termination for Convenience.** The Agreement may be terminated by either Party for convenience. Notice of such termination shall be given at least ninety (90) days before the end of a License Year and shall be effective at the end of the following License Year.

2.3 **Early Termination for Relocation of Premises.** District may, depending on future use of the Premises, relocate Social Good Fund, Inc. to another site owned by the District and shall offer available locations for Social Good Fund, Inc. to consider. If Social Good Fund, Inc. accepts an available location, District shall pay all moving costs and make any necessary alterations at the relocated site suitable for the uses and operations conducted at the Premises. District shall provide a written notice to Social Good Fund, Inc. of a minimum of 180 days with relocation to be accomplished within 90 days after the 180 day notice period. If Social Good Fund, Inc. declines an available location within the 180 day notice period, Social Good Fund, Inc.'s occupation of the Premises shall be automatically terminated 90 days after the 180 day notice period. In addition to the foregoing costs, whether or not Social Good Fund, Inc. consents to the relocation, Social Good Fund, Inc. may submit costs it believes it is entitled to, including any added value to the District for improvements at the Premises, any costs invested in the Premises prorated or amortized for the period of the Term remaining and not available for use by Social Good Fund, Inc., and other related costs. If a mutually agreeable amount is not negotiated, either Party may submit the matter to alternative dispute resolution set forth in section 5.12.

2.4 **Early Termination for Cause.** The Agreement may also be terminated by either Party at any time for cause. "Cause" shall consist of a breach of any non-technical provision of

the Agreement, and the failure of the breaching party to cure the breach within sixty (60) days of being notified of the breach, or such other date as the Parties may agree or a reasonable time to cure the breach not to exceed one hundred and twenty (120) days. If District terminates the Agreement for cause, it may bring an action to recover any damages from Social Good Fund, Inc. including any unpaid License Fee and to revoke the License.

2.5 **Vacation of Premises.** On or before the Termination Date or Early Termination Date, Social Good Fund, Inc. shall return the Premises and the affected portions of the Premises to District in a clean condition, ordinary wear and tear excepted. Social Good Fund, Inc. shall be responsible for the cost of any damage caused to the Premises and/or the affected portions of the Premises resulting from Social Good Fund, Inc.'s surrender of the Premises. On or before the Termination Date or Early Termination Date, Social Good Fund, Inc. and Social Good Fund, Inc.'s agents, officers, employees, volunteers and independent contractors shall immediately vacate the Premises. Social Good Fund, Inc. shall have the right to remove furnishings and equipment. Any fixtures may be removed as long as damage is not caused to buildings or other structures.

ARTICLE III

ASSESSMENTS, TAXES, FEES, CHARGES, AND UTILITIES

Social Good Fund, Inc. shall pay or cause to be paid, and hold District and the property of District, including the Premises, free and harmless from all assessments, taxes, fees, and charges, including but not limited to, charges for the furnishing of telephone services and other public utilities, including internet access and use. District shall not be liable in damages or otherwise for any interruption in the supply of any utility services to the Premises nor shall any such interruption constitute any ground for an abatement of Social Good Fund, Inc.'s obligations under the Agreement, unless such is the result of the gross negligence or willful misconduct of District. The use of tax exempt property, such as the Premises, may subject persons or entities occupying the Premises to a "possessory interest tax." To the extent Social Good Fund, Inc. is subject to a possessory interest tax for its use, the tax shall be paid by Social Good Fund, Inc.

ARTICLE IV

INSURANCE AND SAFETY

4.1 **Insurance Requirements.** Social Good Fund, Inc. shall maintain insurance in the minimum amounts as required by the District. For the first License Year, there shall be a minimum of \$1,000,000 per occurrence for both Premises liability and personal liability. In subsequent License Years, the insurance requirements may be adjusted depending on the scope of uses by Social Good Fund, Inc. and scope of uses by sublicensees. Social Good Fund, Inc. shall submit evidence of such insurance and shall name the District as an additional insured prior to occupancy. As an additional insured, Social Good Fund, Inc.'s policy requirements shall: (i) name District as an additional insured and be provided on an occurrence basis; (ii) state that such policy is primary, excess, and non-contributing with any other insurance carried by District; (iii) state that the naming of an additional insured shall not negate any right the additional insured would have had as claimant under the policy if not so named; and (iv) state that not less than 30 days written notice shall be given to District before the cancellation or reduction of coverage or

amount of such policy.

A certificate issued by the carrier, or carriers, of the policies described herein shall be delivered to District prior to Social Good Fund, Inc.'s, its employees, volunteers and/or its independent contractors first entry onto the Premises. Each such certificate shall set forth the limits, coverage, and other provisions required under this section. A renewal certificate for each of the policies described above shall be delivered to District not less than thirty (30) days before the expiration of the term of such policy. Coverage shall be subject to District's approval and shall carry a rating of A:X or higher and the insurance carrier shall be admitted in California to provide insurance coverage and issue policies.

The policy requirements may be made part of a blanket policy of insurance so long as such blanket policy contains all of the provisions required herein and does not reduce the coverage, impair District's rights under the Agreement, or negate, or decrease, Social Good Fund, Inc.'s obligations under the Agreement.

4.2 **Safety**. Social Good Fund, Inc. shall be solely and completely responsible for conditions of the Premises, including safety of all persons and property. The foregoing shall include but not be limited to ensuring that the installation of any improvements to the Premises are adequately secured by Social Good Fund, Inc. to avoid the creation of an attractive nuisance or other hazardous condition. Social Good Fund, Inc., its agents, employees, invitees, volunteers and independent contractors shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety. All materials, equipment, and supplies provided for the Premises and services provided shall fully conform to all applicable State, local and Federal safety laws, rules, regulations, and orders.

4.3 **Occurrence of a Casualty**. If at any time during the Term, the Premises and any related improvements are destroyed in whole or in part by fire, theft, the elements, or any other cause not the fault of District or any person or entity under its explicit direction or control, if caused in whole or in part by Social Good Fund, Inc., its employees, agents, invitees, guests, vendors, or any other person acting under Social Good Fund, Inc.'s control or direction, the Agreement shall continue in full force and effect and Social Good Fund, Inc., at its sole cost and expense, shall be responsible for repairing and restoring the damaged Premises and related improvements and shall diligently proceed with such repairs and/or restoration until completion. If at any time the Premises and any related improvements are destroyed in whole or in part by fire, theft, the elements, or any other cause not the fault of Social Good Fund, Inc., its employees, agents, invitees, guests, vendors, or any other person acting under Social Good Fund, Inc.'s control or direction, then at its option the District may terminate this License upon written notice to Social Good Funds, Inc. and may at its option proceed with repairs and/or restoration of the Premises.

4.4 **Indemnity By Social Good Fund, Inc.** Except to the extent caused by the gross negligence, recklessness or willful misconduct of District or any person or entity under its explicit direction or control, Social Good Fund, Inc. shall indemnify and hold District, its officers, agents, employees, members of its Board of Education free and harmless from any and all liability, claims, loss, damages, or expenses resulting from Social Good Fund, Inc.'s occupation and use of the Premises, specifically including, without limitation, any liability, claim, loss, damage, or expense arising by reason of:

4.4.1 The death or injury of any person who is an employee, guest, invitee, or agent of Social Good Fund, Inc., or by reason of the damages to or destruction of any property, including property owned by Social Good Fund, Inc. or by any person who is an employee or agent of Social Good Fund, Inc., from any cause whatsoever as a direct result of operating the Program Services or Social Good Fund, Inc.'s use and/or occupancy of the Premises while that person or property is in or about the Premises or in any way connected with the Premises or with any of Social Good Fund, Inc.'s improvements or personal property on the Premises;

4.4.2 The death or injury of any person, including any person who is an employee, guest, invitee, or agent of Social Good Fund, Inc., or by reason of the damage to or destruction of any property, including property owned by Social Good Fund, Inc. or any person who is an employee or agent of Social Good Fund, Inc., caused or allegedly caused by either (1) the condition of the Premises or improvements on the Premises; or (2) any act or omission on the Premises by Social Good Fund, Inc. or any person in or about the Premises with the permission and consent of Social Good Fund, Inc.;

4.4.3 Any work, including alterations, performed on the Premises or materials furnished to the Premises at the instance or request of Social Good Fund, Inc. or any person or entity acting for or on behalf of Social Good Fund, Inc.; and

4.4.4 Social Good Fund, Inc.'s failure to perform any provision of the Agreement or to comply with any requirement of applicable law or any requirement imposed on Social Good Fund, Inc. or the Premises by any duly authorized agency or political subdivision.

4.5 **Limitation of Liability.** Neither District, nor any of its officers, agents, employees, and members of its Board of Education, shall be personally liable in any manner or to any extent under or in connection with the Agreement. Social Good Fund, Inc. waives any and all such personal liability against the District and the individuals stated herein.

ARTICLE V

GENERAL TERMS AND PROVISIONS

5.1 **Entire Agreement.** The Agreement constitutes the sole and entire agreement between the Parties with respect to the subject matter dealt with in the Agreement and all understandings, oral or written, with respect to the subject matter of the Agreement are hereby superseded.

5.2 **Future Assurances.** Each Party hereto shall cooperate and take such actions as may reasonably be required by the other Party hereto in order to carry out the provisions of the Agreement and the transactions contemplated by the Agreement.

5.3 **Amendment of Agreement.** No modification of, deletion from, or addition to the Agreement shall be effective unless made in writing and executed by both District and Social Good Fund, Inc.

5.4 **Waiver.** The failure by either Party to enforce any term or provision of the Agreement shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either Party of any term or provision of the Agreement shall be deemed or shall

constitute a waiver of any other provision of the Agreement, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.

5.5 **Severability**. In the event any clause, sentence, term or provision of the Agreement shall be held by any court of competent jurisdiction to be illegal, invalid, or unenforceable for any reason, the remaining portions of the Agreement shall nonetheless remain in full force and effect.

5.6 **Construction of Agreement**. The terms and provisions of the Agreement shall be liberally constructed to effectuate the purpose of the Agreement.

5.7 **Governing Law and Venue**. The Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California. Subject to the alternative dispute resolution provision set forth in section 5.12, any action or proceeding seeking any equitable remedies or remedies at law with respect to the provisions of the Agreement shall be brought in the Superior Court for the County of Sacramento.

5.8 **Assignment**. Social Good Fund, Inc. shall not have the right to assign the Agreement or any interest in the Agreement, without District's prior written consent. A sublease by Social Good Fund, Inc. shall not be considered an assignment. Any assignment made without such prior written consent shall be void, and at the option of District, shall terminate the Agreement. No right under the Agreement, nor claim for any money due or to become due hereunder shall be asserted against District, or persons acting for District, by reason of any assignment of the Agreement without District's written consent. Consent to one assignment, or other transfer shall not be deemed to constitute consent to any subsequent assignment, or other transfer.

5.9 **Binding Effect**. The Agreements, conditions, and provisions contained in the Agreement shall, subject to provisions for assignment, apply to and bind the heirs, executors, administrators, successors, and assigns of the parties to it.

5.10 **Independent Contractor**. Social Good Fund, Inc. is an independent contractor, not an officer, employee or agent of District.

5.11 **Notices**. Any notice required or desired to be given pursuant to the Agreement shall be in writing, duly addressed to the Parties below. By written notice in conformance herewith, either Party may change the address to which notices to said party must be delivered. Any notice deposited with the United States Postal Service shall be deemed to have been duly given upon confirmed receipt, if sent by certified or registered mail, postage prepaid, addressed as set forth below or as changed as set forth herein. Notice may also be given by facsimile with proof of transmission, or by express mail with proof of delivery. Notice sent by any other manner shall be effective only upon actual receipt thereof.

District:

Chief Operations Officer,
Facility Support Services

Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Ph: (916) 643-9233

Social Good Fund, Inc.:
Social Good Fund, Inc.
PO Box 5473
Richmond, CA 94805
Ph: (510) 621-7223

If facsimile transmission is made, each Party shall supply a fax number to the other Party.

5.12 **Alternative Dispute Resolution.** In the event of any dispute regarding the provisions of the Agreement, the Parties shall attempt to mediate a resolution. If mediation is not successful, the Parties agree to submit their dispute to binding arbitration with an acceptable third party, or if the Parties cannot agree, with either the American Arbitration Association (“AAA”) or JAMS in Sacramento County. Each Party shall share the cost of the mediator/arbitrator and each Party shall bear their respective attorneys fees and costs.

5.13 **Incorporation of Attachments.** Attachment A is incorporated in the Agreement as though set forth fully and at length herein. Any subsequent attachments through amendments shall be deemed to be incorporated herein by reference.

5.14 **Headings and References.** The headings of the Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions of the Agreement.

5.15 **Signature In Counterparts.** The Agreement may be executed in any number of counterparts, all of which, taken together, shall constitute the same instrument. A copy, original or facsimile with all signatures appended together shall be deemed a fully executed Agreement. Electronic signatures, and copies of all signatures, shall have the same force and effect as original signatures.

5.16 **Remedies.** The remedies of the District shall not be exclusive but shall be cumulative and in addition to all remedies now or hereafter available at law or in equity.

5.17 **Warranty of Authority.** The signatories of Social Good Fund, Inc. warrant they have full authority to bind the corporation known as Social Good Fund, Inc. Counseling Center, Inc. and to execute and deliver the Agreement on behalf of the corporation.

IN WITNESS WHEREOF, the Parties have executed the Agreement as of the Effective Date.

DISTRICT:

Sacramento City Unified School District

SOCIAL GOOD FUND, INC.:

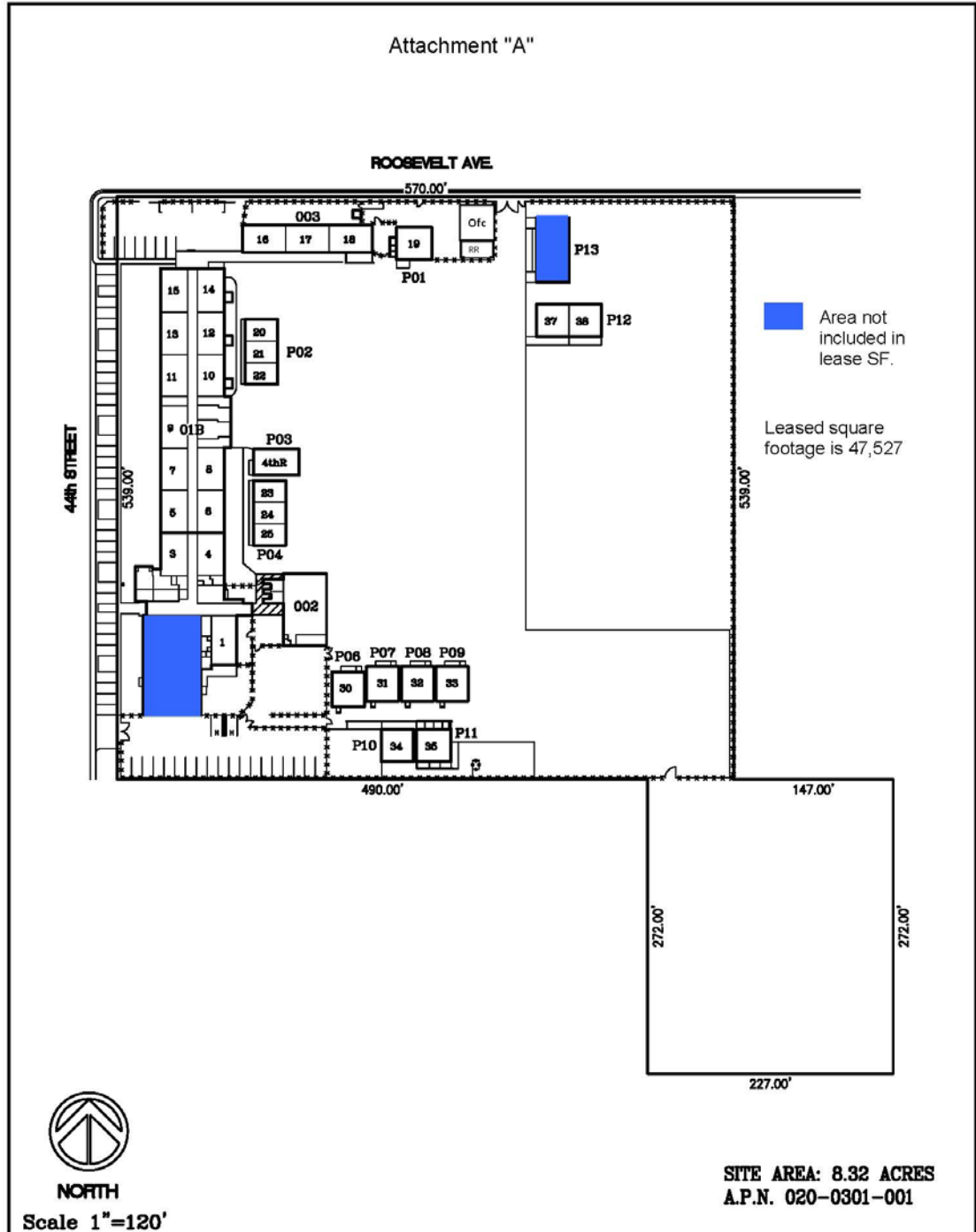
Social Good Fund, Inc.

By: _____
José L. Banda
Its: Superintendent

By: _____
Name: _____
Its: _____

By: _____
Name: _____
Its: _____

ATTACHMENT A
DESCRIPTION OF PREMISES



Fruit Ridge Elementary School (122)
 4825 - 44th Street
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXISTING SITE DIAGRAM

OCTOBER 2001



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1o

Meeting Date: July 16, 2015

Subject: Approve Minutes of the May 27, 2015, Board of Education 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 May 27, 2015, Board of Education Special Board Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the May 27, 2015, Board of Education 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 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)
Asami Saito, Student Member

Wednesday, May 27, 2015
5:00 p.m.

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

MINUTES 2014/15-24

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

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

None

The meeting was called to order at 5:12 p.m.

Members Present: President Woo, Vice President Pritchett, Member Arroyo, Member Cochrane, Member Ryan, and Student Member Saito

Members Absent:

Second Vice President Hansen

Member Rodriguez (arrived at 5:34 p.m.)

A quorum was reached.

3.0 CLOSED SESSION

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

3.1 Government Code 54957 – Public Employee Appointment

a) Principal, California Middle School

b) Principal, Rosemont High School

4.0 CALL BACK TO ORDER

The meeting was called back to order at 5:45 p.m. by President Woo.

Members Present: President Woo, Vice President Pritchett, Member Arroyo, Member Cochrane, Member Rodriguez, Member Ryan, and Student Member Saito

Members Absent:

Second Vice President Hansen

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Superintendent Banda announced two Interim Principal positions that have been made permanent: Andrea Egan at California Middle School and Elizabeth Vigil at Rosemont High School.

6.0 2015-16 BUDGET DEVELOPMENT PROCESS AND ALLOCATION OF RESOURCES (Gerardo Castillo, CPA)

Information

President Woo noted that this is an Information Item, and as such, the meeting moved from Board Meeting to Workshop.

Member Rodriguez invited audience members to write questions or anything they hope to gain from the presentation on index cards found in the back of the room. Board members were given the questions to address. Member Woo clarified that this portion of the workshop is conducted by Member Rodriguez as Chair of the Budget Committee.

Superintendent Banda reminded that the Workshop will go through the actual budget development process and allocation of resources and then there will be another presentation immediately following on the LEA plan. He spoke about the process for building the budget over the course of the year which involves calendar requirements. Mr. Castillo and his team will focus on revenue and expenditure projections, how we prepare our budget for adoption, and what has been done in terms of stakeholder engagement. Engagement has been extensive especially since the District has moved to the new funding formula of Local Control Funding Formula (LCFF). This has resulted in the Local Control and Accountability Plan (LCAP) process. We will be talking about how that fits into this process as well. We will also talk about the Governor's May Revise and the improved economy. Mr. Banda then introduced Chief Business Officer Gerardo Castillo and Budget Director Mike Smith.

Mr. Castillo explained that since the Governor's May Revise we have additional resources. The goal of this meeting is to hear the Board's input based on Superintendent's recommendations which are based on a lot of stakeholders' engagement from the LCAP Committee, our bargaining partners, District staff, Principals, and members of the community. Due to the LCAP, stakeholder engagement is more extensive than ever before. In his presentation Mr. Castillo covered budget calendar requirements, revenue and expenditure projections, budget adoption preparation, stakeholder engagement, and the May Revise. Also, Chief Communications Officer Gabe Ross discussed the LCAP engagement.

During the time that Mr. Castillo reported on items covered by a net remaining unallocated revenue of 1.8 million dollars, Superintendent Banda commented that the items were based on input from school sites and departments across the District. Some of the positions included are those that were eliminated and have made things

challenging and difficult. However, some other items, such as high school athletic stipends, are things that have not been increased over a period of time and required updating. Otherwise it is challenging to keep people in these positions. Another example given was that of two bus service attendants. Currently mechanics are doing some of things that the bus attendants should be doing such as fueling vehicles. This takes them away from being able to do some major service of vehicles.

Member Rodriguez explained that the Board would ask questions based on the index cards submitted before taking public comment. She divided the cards between all Board members. Some of the cards had inquiries more toward LEA than the budget, so Member Rodriguez gave those cards to Dr. Olivine Roberts for review.

President Woo began with the following question: Do you use actual adopted State budget figures in the 2015-16 adopted budget and the LCAP, or do you regularly wait to revise everything? Mr. Castillo said that we use actuals if it is a budget for the next year, but for positions we use actuals for whoever is in that position at their particular step and column and estimated average salary and benefits for vacancies. The budget is a document that changes based on the best information that we have, but we do our budget based on actual expenditures. Mr. Smith added that new positions are also estimated based on averages. Member Rodriguez said that she understands the question to be whether estimates are used to build the budget and then actuals to finalize the budget. Mr. Castillo said that we need to use estimates for revenue and once the final budget is done in June, then we have 45 days to revise the revenues. Even at that point in time, we are estimating based on attendance so it will change a little bit. It is more finalized once the governor signs the budget. Member Rodriguez summarized by saying we use estimates up until we get the legislatively approved budget from the State. At that time we come back and revise with the actual and confirm that budget at the Board level sometime in June or early July.

Member Ryan read two questions related to equity. Why didn't SCUSD staff include professional development funding for Restorative Justice practice; and why aren't one time funding targeted towards closing the achievement gap with a focus on African American students? Mr. Castillo pointed out that one of the recommendations in the presentation, on slide 41, is to allocate \$650,000 to school climate, Social Emotional Learning, and discipline, and so the Superintendent is taking that into consideration. This is something new for next year. This is an on-going recommendation and not identified for one time funds. Member Ryan asked what was the individual allocation for Restorative Justice practices absent the Social Emotional Learning school climate last year? Mr. Castillo replied it was \$200,000. Superintendent Banda noted that the position of Equity Officer was created to be in charge of this. We have not been putting money into this, including SEL which is grant funded, so this year we made a commitment to budget for this as well as to pay for some of the SEL work. When you see "discipline" that is actually the Restorative practices. We know that staff and administrators need to be trained in terms of Restorative practices. Last year \$200,000 was set aside that was not used, so instead of rolling that amount over, it was increased. Also, in the Fall they will be working on the strategic plan which will include many of these components. This will help drive these initiatives and priorities going forward. Member Ryan asked why the \$200,000 allocated last year was not used. Superintendent Banda replied that it was due to staff turnover. The Chief of Staff was leading that work, but left mid-year. This created a gap without anyone to drive that work going forward, but now with a new Assistant Superintendent in charge of equity the focus will

be there. Mr. Castillo addressed the question regarding African American students by saying that funds are based on target population. The budget is not divided based on race; funds are allocated to the schools based on English language learners and free and reduced counts. A lot of LCFF funds are based on free and reduced, so if they are in the group, they will get more funding for that.

Member Cochrane read questions from Bob Hammes. Two were informational so she started with them: What are the total revenues being projected? Is the 27 million dollars on top of the 434 million dollars projected in March for a total projected revenue for 2015-16 of around 462 million dollars? Mr. Castillo said that the total will be over 450 million dollars for the general fund. Member Cochrane read the other informational question: In the Superintendent's recommendations for the May Revise unallocated revenue there is 1.6 million dollars for class size reduction (16 FTE). Is this an additional 16 FTE over the 35-40 already proposed by budget staff? Mr. Castillo answered that yes, it is in addition. The goal is to have all class sizes at the same level; right now it is only for the schools that are above 75% free and reduced. Member Cochrane read the next question about justification for allocations: There is 3.58 million dollars going to fund balance to prepare for 2016-17 and beyond as well another 2 million dollars going to increasing the fund balance. What are the justifications for these allocations, especially with over 3 million dollars of other needs identified over the 45 million dollars of the 2015-16 new revenue? Mr. Castillo said that from his perspective we need to focus on our present needs but not forget about the future. Our funding is very volatile, and we depend a lot on the State. And a lot of that depends on the top earners in California. When the stock market goes down, the economy goes down, and we suffer for that. It is prudent to invest in our students, but we cannot forget about the future. Those districts that had a fund balance when the economy went down experienced less significant and painful cuts. Member Cochrane read the last question: What is being done to identify facilities issues that may or will arise around class size reduction? Does money need to be allocated to address this? Superintendent Banda responded that Facilities plays a big role in this, and he knows that staff in Facilities has been taking an assessment of all the school sites to make sure that we are going to be able to accommodate. We have found out that approximately 80 to 85% have the capacity, but there are 10-15% of schools that will be at capacity and solutions will need to be found for them. Even though some school sites states they will be maxed out as they are utilizing all of their classrooms, we may have to decide down the line if class size reduction is a priority. This is because some of the classrooms are being used for other things such as reading, music, or art rooms. Chief Operations Officer Cathy Allen commented that any additional facility needs or furniture and equipment would not come out of the money that is being talked about tonight; it would be funded out of bond or developer fees. Member Cochrane asked what is seen as the ideal reserve for the District. Mr. Castillo said that the ideal would be to be prepared for when Proposition 30 funds are gone. Member Cochrane asked if that is what other Districts are planning for as well. Mr. Castillo said that at this point in time we are one of the districts with the lowest reserves.

Student Member Saito read: How many students per classroom will the class size reduction cover? Mr. Castillo said it will be 29 to 1 in Kindergarten and in First through Third grades it will be 28 to 1. Student Member Saito asked about middle school and high school. Mr. Castillo said that it is being taken into consideration. Member Saito asked why Ethnic Studies and vocations were not included in the

allocation of these new funds considering the recent Board directive to staff.

Mr. Castillo said that he thinks it is part of the longer plan. Superintendent Banda said it is not scheduled to be going on line for 2015-16, but it is part of the bigger plan. When we look at Ethnic Studies, we also look at other potential graduation requirements. There is a committee that is focused on that. In conjunction with Ethnic Studies, we could be looking at creating some new math graduation requirements, new language arts graduation requirements, and maybe science. The thought is to work all those together and come up with a plan and associated cost. In order to implement even just Ethnic Studies, there will be a cost in getting additional teachers certified to teach the subject as well as curriculum and textbook costs. So it is not built into the 2015-16 budget, but would be in future years if this is the direction in which we are going. Member Saito then read the next question: Which school climate, SEL, and discipline programs will be covered by the \$650,000 allocation? Mr. Castillo said he does not have the details, but that Mr. Huscher has a plan for the funding based on the needs of the schools. Member Saito then asked how much money was allocated this year compared to past years for Common Core. Mr. Castillo said that Common Core was part of restricted funds that we received initially in 2013-14 for two years. It was about 8 million dollars for a two year period.

Member Arroyo read the first of four questions from Darlene Anderson: How has the District been responsible for program performance for students in SDC classes? Mr. Castillo said that Director Becky Bryant has told him people with special needs students want to come to our District because of our services. We are spending more each year than the year before. Member Arroyo read the second question: How has the District been responsible to measure performance for summer school? Member Rodriguez modified the question to: Is there funds allocated for summer school? Mr. Castillo stated that there is. The funding is included in the first recommendations from back in January for over \$230,000 from LCFE funds, plus restricted funds from Title I. We cover a lot of our summer programs with Title I funds for some schools. Superintendent Banda said that the summer programs now do not look like summer school of the past. A lot depends on funding, grants, and the school sites. Many are run through Youth Development. They do a really good job of monitoring, assessing, and making sure that the programs are meeting certain criteria. Some of that is if they are aligned to the work going on with Common Core, are they solid interventions, and are the kids actually learning from those programs. We also contract with outside agencies. When hired, we monitor these groups and ask them to meet a certain level of requirement. They are placed in neighborhoods and areas with the highest need. As a District, we do a good job of identifying different ways of funding the programs and also in making sure that the quality of these programs is to our standard and meets student needs. Member Arroyo noted that what Ms. Anderson wanted to know was how we are tracking the performance. Also, her follow up question is “or for Special Education extended year of service?” So if he is understanding her correctly, this is about yes, we are dedicating resources and yes, the programs are there, but how are we measuring that the programs are delivering any standard of performance, academic or otherwise. Superintendent Banda said that Youth Development does require metrics and do require that students are assessed and that we are able to show progress. Member Arroyo asked where that information might be available. Superintendent Banda said we will ask Youth Development to put together a report. Member Rodriguez said that she would like to see the tie-in to what are we getting for our dollar. She would like to see that learning loss is being prevented during the summer. Speaking of summer school, she also noted

that high school students are not earning credits during summer school and asked if we will be bringing courses for credit back. Vice President Pritchett added that we have a wonderful program called Aventa that allows students to work at home on-line. She asked if this is something on which we can expand. Member Arroyo asked how the summer school programs are strategically being used given what we are trying to achieve in the District. He then read the next question: For Title I students, where is the student performance data? Superintendent Banda said that is a question for the academic side of the house; we do measure growth for students. Dr. Iris Taylor said that, in terms of the State assessments, all of our students take an annual assessment. We receive data on student performance aggregated by a variety of breakdowns such as race/ethnicity, free and reduced lunch, gender and so on. That data is forthcoming in August. Member Arroyo said that he feels what the question is asking is, is there a way to aggregate populations and then figure out who is a Title I fund-receiving student? He thinks there are students that qualify for Title I but are not Title I because their school does not receive Title I dollars. Mr. Smith said that is correct, only schools that are at 50% and above. Member Arroyo said that the question is, if there are students that receive Title I, how are they performing? And is there a way to aggregate that data and say these are the students that are receiving Title I? Dr. Taylor said that it is possible to tag the students demographically and see how they are performing. Member Arroyo asked if it is possible to see previous years. Dr. Taylor said yes. Member Arroyo read the last question: Where is the data for direct services for Title I students? Member Arroyo said what the question is asking is this: What are the services being paid for with Title I dollars? Dr. Taylor said this is tied to the previous question and is a matter of aggregating the data by student and then seeing where those students are and what programs and services they've received to determine if those programs and services have had an impact.

Vice President Pritchett asked if the workshop will be available for viewing later. Mr. Ross said that the video will be available on our website. The cable broadcast, however, is scheduled month to month in advance and so special meetings are not able to be broadcast on cable.

Vice President Pritchett also had a card from Ms. Anderson. She read the first question: Where is the attendance data for students who are attending regular ed and logging the info for alternative computer based programs? Vice President Pritchett said this refers to the Aventa program. Mr. Castillo said that we do not have attendance data to provide for this program, but that attendance is provided monthly to the Board. For reporting purposes for Average Daily Attendance (ADA) we need to report based on the student's home school. Vice President Pritchett said she knows of several students that have a regular day school program along with Aventa. She asked, as a budget concern, do we have enough licenses in our schools to supplement all of our students that are in need of this for credit recovery to be able to graduate on time? Lisa Allen answered we do. Member Pritchett then read the next question: How many students are using Aventa. The final question read was: Where is the site based data for Title I students and where is it being held? This is the same question answered previously. Vice President Pritchett asked about funds allocated to Infinite Campus. Mr. Castillo said that there are teachers on special assignment to help other teachers with the program. This was supported with bond funds. It was decided that this is a need we have in the District, and so it is continuing.

Member Rodriguez said that she finds the questions of attendance very relevant. It is

important to determine what counts toward ADA, especially in looking toward the future when Proposition 30 funds sunset.

Public Comment:

Karen Swett gave the Board some printed material. She said we have had two years of projections for 2015-16, and now we are going to get another one. You can see how we are waiting to hear exactly what the projection is. It will be on the adopted budget which will be presented on either the 4th or the 18th of June. They are very excited because they at Making Cents Work take the projected revenues and start talking about expenditures. She said thank you for the PowerPoint and the LCAP, but they think there needs to be more discussion about spending and scrutiny of the expenditure reports. Looking at only the school site budgets at the end of last year, 23.9 million dollars was not spent. We increased our ending fund balance last year by about 20 million, so we are not having a problem with our ending fund balance. In fact, in another graph which she did not bring tonight, Mr. Castillo started fixing it at the first interim. You can see how, over a number of years, that there is a plan.

Bob Hammas, with Making Cents Work, said he feels that the fund balance is very healthy and Gerardo Castillo is doing a great job. He would like to see more discussion about how we can meet the needs of students today. They feel there is plenty of money being held back in order to meet any future liabilities. They would like to see more discussion on class size reduction and how it will be done as well as discussion on tying professional development specifically into Social Emotional Learning (SEL) moving forward. He feels extra money could be put into SEL professional development without reducing the ending fund balance by very much. A few million dollars could make a huge difference right now, and he feels it should be discussed in more detail. They would also like to see class size reduction implemented more quickly. He also does not feel students should have to give up classrooms currently used for extra activities such as computer, art, and language arts intervention in order to have class size reduction.

Darlene Anderson feels there is a problem when looking at how students achieve, how it is measured, and how it is shared back to the public. She feels there should be a comparison study done.

Carl Pinkston, with the Black Parallel School Board, spoke on concerns that they have with the recent budget process. The first is that it is difficult to be able to have the information today to evaluate today. Second, he feels that the District needs to determine the criteria as to one time funding and ongoing funding. Third, he thanked Superintendent Banda for increasing the funding for Social Emotional Learning, Restorative Justice, and that whole rubric from \$200,000 to \$650,000. However, the question that someone brought up before was this: What is the allocation for Social Emotional Learning, Restorative Justice practice, and other pieces? They believe that 2 million dollars should be set aside for professional development because that professional development has to take place in a mandatory (every staff person in the District) manner to be trained in Restorative Justice practices. There are other ongoing parts of this process that takes place, but he feels the District needs to have a good sense to implement the policy adopted in June. He also feels there should be a serious discussion as to what the District would like the ending fund balance to be.

Board Member Comments:

Vice President Pritchett said that she has sent out e-mails to people in her community and administrators. One of their top priorities is School Resource Officers. Mr. Castillo said that the budget includes funding for one position. Vice President Pritchett asked how the Board will know, in looking at the list of positions included in the budget, which schools will get these positions. Mr. Castillo said that there is committee made up of SCTA and Human Resources in which they look at all of the schools. Based on the staffing formula we know what schools need more staff. They know there are five schools that will be allocated, but they do not know which schools those will be at this time. Vice President Pritchett asked if there is a timeline of when the information will be made known to the Board. Mr. Castillo said that the plan is to include this in the budget for June. Vice President Pritchett then asked if there are plans to expand the Parent Teacher Home Visit Project. Mr. Castillo said it is not in the plan. If we allocate

unrestricted funds for a project like this, we have to include all the schools otherwise we will be supplanting. Right now the project is covered with Title I funds so we cannot give general funds to the schools that are not using Title I. For the funds that had been allocated last year, some schools had used it all and others did not spend it, so there is a little money left over from last year, and there is not a plan to allocate District-wide. Vice President Pritchett said that, in working with the Parent Teacher Home Visit Project, there are other schools that are asking for it that are Title I schools, but there is just not enough money to put into it. She is hoping that this is something that we can look into. Mr. Castillo said he would. Vice President Pritchett also asked about an Assembly Bill she saw on the news recently that will require AED machines to be placed back at the schools. She asked, where are our AED machines? Also, if the bill is passed, will we be able to allocate funds? Director of Student Support and Health Services Barbara Kronick answered that a number of years ago we did have AEDs in all the schools. Grant funding allowed us to do that and keep it going. When the money went away, we took them out because of the high cost to maintain them. However, we do have them in storage. Member Pritchett asked if there is money in the budget we could allocate for this. President Woo said, theoretically, if the legislature passes a bill mandating schools or any local government to have something, they must fund it. So, presupposing that the bill passes, it has to come with money. Vice President Pritchett asked if there is a way that we can fund this prior, even if it ever becomes law, to be able to get them back in our schools. Superintendent Banda said that we have not done an assessment and do not know what this would cost. We do not know the condition of the machines we have. We could assess what we have and see what it would cost. Ms. Kronick said that she will do that. They have to be recalibrated, so there will be an annual ongoing cost as well. Vice President Pritchett asked for a timeline and Ms. Kronick said it will take her a couple of weeks to get the information. Member Rodriguez asked if training is required to use the AEDs. Ms. Kronick said yes, there is always training with that. Member Rodriguez said that some time ago she had facilitated an introduction between the District and a representative from the American Red Cross, and she asked if there any grants associated with Red Cross for training. Ms. Kronick said that there are not any grants she knows of, but a lot of agencies like the Red Cross and others do this as their job, so if they have the resources we can leverage those resources through a memorandum of understanding (MOU). So if there goal is to train, then we can be the recipients of that training once we establish that relationship through an MOU.

Member Arroyo asked if Ms. Kronick could let the Board know what the use of the AEDs, or need for, has been over the last couple of years. He is wondering if putting resources toward a nurse can be more impactful for a student population and community.

Member Cochrane asked how many social workers are accounted for in the budget. Mr. Castillo said that we are not adding any additional social workers. Two years ago we lost 2 million dollars of Medical Activity funding. The Board decided that social workers and nurses will continue the same as what we had. So even though the funding went away, we still maintained the same number of these positions. Therefore we are not adding social workers in this budget, although we are adding nurses. Member Cochrane said that there is nothing more critical that she can see adding for goal 2 than social workers in today's schools. It is an extreme priority, particularly in Seventh and Eighth grade classes. She very much would like to see a social worker added. Social workers are highly trained, degreed individuals, and she would like to see some creativity around a social worker technician that would be able to access information and provide it for either the social worker or the people who need it quickly. Member Cochrane also asked what the scheduled dates are for bargaining meetings with our labor partners. Superintendent Banda said that we are in constant meetings with SCTA and some of the other labor partners regarding different issues that come up. We are not scheduled to be in formal negotiations with SCTA and other groups until next year, meaning December, January, and February. This is because we signed off on a two year contract which is basically a closed contract. So at this point the formal negotiations are not going on, but there are informal conversations with the unions around different

issues as we go forward. Chief Human Resources Officer Cancy McArn added that of our five bargaining partners we have two contracts in which there were two-year agreements and three that were three year agreements. There are still regular committee meetings that discuss a wide variety of issues as well as just regular check-in meetings. They can provide a list of both of those types of meetings. Member Cochrane said this is a push on her part because it is part of the fixed costs in the budget. She has deep concerns about the specific allocations that have been made, and she wants the Board to be fully involved in the process going forward with negotiations both formal and informal.

Member Ryan thanked Member Cochrane for bringing up the point about social workers. In visiting her schools sites, this has been one of the most important points of dialogue regarding an area where her schools in Area 7 feel underserved. Therefore it concerns her to not see a line item budgeting for social workers. She appreciates the survey results articulating that as a priority. She also appreciates that the supplemental letter provided to the Board by the LCAP Parent Advisory Committee, under priority three, specifically calls out counselors and social workers, specifically social workers assisting with mental health needs. She noted that there is a line item for five additional full-time counselors in the budget and is happy to see that, but feels that mental health social work is something that cannot be excluded and is critical to school climate. Member Ryan then asked what school sites would be served with the \$300,000 allocation for Linked Learning. Dr. Taylor answered that the Linked Learning allocation is to continue the program and support to school sites. Most of the allocation is for staffing. Member Ryan noted that the current grant funding is going away and there was not additional opportunity for philanthropic support. She asked again at which school sites the program will continue. Dr. Taylor said that all of the comprehensive high schools have at least one pathway. The smaller high schools are single pathway. Therefore all of the high schools in the District are impacted. Member Ryan said that, for this year then, the expectation is that there is a \$300,000 allocation but likely we will need to continue to carry on that support if it remains a priority of the District. Dr. Taylor concurred. Member Ryan then said she cannot underscore enough the importance to her of figuring out a way to support the expansion of the Parent Teacher Home Visit Program. She wonders if there is a possibility of looking at other school districts that have prioritized an expansion of this work to see how they were able to work around the supplanting of funds and if they were able to offer coordination support for district level staff for the program. She also asked about the \$650,000 allocation for school climate for Social Emotional Learning and discipline. It concerns her when she hears that \$200,000 was left on the table for a program that was made a priority. There is a strong momentum behind making sure that school discipline policies are addressed and that the District is leading the way. So the \$200,000 unspent was a missed opportunity. She would like to charge the staff to look at how we can ensure that if \$200,000 is the portion of the \$650,000 allocated to Restorative Justice that it is not left unspent. She appreciates the fact that we are trying to find an interconnection between school climate, Social Emotional Learning, and discipline, but she does not want it to be at the expense of recognizing that Restorative Justice needs to be invested in as well. She does have specific comments about line items that seem to be excessive and earmarked, but she will take that off-line for a future conversation.

Michael Smith noted that for Linked Learning the total budget is \$680,000. Part of the funding comes from grant funding.

Member Rodriguez clarified on the question of expanding the Parent Teacher Home Visit Project. She noted that it is a touchy area as the District is not allowed to supplant, and if that happens, the program can end up having to foot the entire costs. She also cautioned that schools identified as Title I may be serving Title I students, yet may not have reached the threshold percentile. She asked that these two points be kept in mind as the Parent Teacher Home Visit Project is discussed. She also noted that we are one of three partners in that project. We are not responsible for the project; they are in and of themselves on their own. If they want to expand their program, they will have to figure that out on their own; they

have a national board now and a tie-in to other means for fundraising. Mr. Castillo commented that, regarding expansion, there is nothing that prohibits spending funds from one school to another school. But when you spend, you have to create a base District-wide. Resources could be taken out of Title I, but something else has to be given up. Member Rodriguez noted how particular the rules are, and said she remembered another state experimented with expansion using different funds or way of funneling funds into the program, but it did not work in the way they hoped.

Vice President Pritchett thanked Member Rodriguez for the explanation and asked how many Title I schools we currently have that are full Title I. Mr. Castillo said that we have over 58 schools. Vice President Pritchett said she was speaking with Lisa Levasseur earlier in the day about our program. She found that last year \$252,000 was split between 38 home visit schools and 11 APTT schools. She also has asked for an example of a similar district and learned that Washoe School District in the Reno area has allocated \$300,000 for just 20 schools. She understands that funding is a touchy subject, but we have to remember that this is a program built in Sacramento. We built it here, and we should be setting the example. When she goes to the national meetings, she sees other districts that are expanding and blossoming way above where we are at now. There are ties to keeping kids in school and English learner parents that are being able to communicate with their kids and teach them the Common Core. This is why she brings up that we should look into being able to expand the program even more than where we are currently.

Member Arroyo observed that the unspent balances at school sites is approximately \$23 million dollars. He assumes that this is not \$23 million dollars in a lump sum, but scattered through different sites and funds. Mr. Castillo said that under Title I there are restrictions that we cannot carry over more than 15%, so we have to spend the funds by September 30. Member Arroyo said that the specific amount matters less, but more the fact that there is always money staying unspent. Mr. Castillo said that once the funds are allocated to the school sites, it is the school sites money. We really want them to use it for their students within the year, and we encourage that. We meet with the site administrators in the middle of the year to go over their balances at that time and reiterate to them how they can use the funding. Member Arroyo said that he understands, but there seems to be two main issues. One is that better preparation probably needs to be done at the site in terms of planning how to use their money. The other observation is that we are not a business where the more money we save, the better. This is money that is going to specific children's needs. So while there may be millions of dollars left on the table, it is not a lump sum and it is not like we knew in advance that it would be left there. However, the burden lies with the site leader, the principal, to actually go through the plan throughout the year to make sure that the monies are being spent appropriately. Member Arroyo then spoke about Restorative Justice. He does not think there is necessarily an issue of always seeing Restorative Justice allocated a specific amount of money in the budget every year. He feels that that might be in the first few years. He thinks that the point when Member Cuneo brought this issue to the Board was that this is something that needs to be embedded. The idea is to bring practices into professional development. He feels Carl Pinkston was talking to this when he was speaking in that it needs to be part of how we behave in the District. So what we are trying to get at is the investment that will get us there. In the end it's about how the entire budget is utilized throughout the year to really address these needs. So while there is a request to up the ante on the money we are spending on Restorative Justice, he does not want to quantify it as only that, and only if we spend \$2 million dollars, then we will be fine. He feels that this is about spending the \$650,000, or \$2 million dollars (at whatever point), and then implement the type of policies, changes, and professional development that reflects a type of culture that is reflected through the entire dollar amount for that year. Otherwise we will be falling short of creating the type of impacts we want to create within our schools.

Mr. Castillo said that, regarding the school's carryover, some of this is planned by the principals. For example, with the QEIA funds, the funding was for a seven year period only, so with some of them it is a

planned reserve. Superintendent Banda added that sometimes money is saved to build it up in order to purchase a big ticket item like a computer lab. Member Arroyo said that he knows things like that happen, but over the six years he has been on the Board, some schools are very good at spending down to the low thousands, but others can have over \$100,000. He feels it is getting better, but is something to deal with in terms of how money is being spent at each site.

President Woo thanked Member Arroyo for bringing that point up. He would be concerned with unspent money if it was not already allocated and if it continued to grow and became a surplus at the school. He understands that sometimes there is a big ticket item for which they are saving, but on a year-to-year basis if they treat it, for example, as a reserve when it is undesignated money that continues to grow, then we need to be careful. If, however, it is spent back down over a couple of years because the administrator had plans for it, it might be a prudent management of the resources allocated for the school site.

Member Arroyo said that this is the concern that he has heard the least of from parents and English learner councils. When they ask for money for something for the school, they are always told that there is no money. The frustration that parents have is that they know there is money and that the principal could make that decision, but are always told that there is no money. So either the principal does not know how much money they have in their account or they are guarding it so much that it is not really benefiting who is really supposed to get the benefit.

Student Member Saito asked how many surveys were collected for the LCAP. Mr. Ross answered it is currently about 1,600 surveys. Member Saito said she is very glad to hear about class size reduction because she does not remember a time when there were less than 30 students in any class she had. She has been speaking to a lot of teachers lately, and they state the ideal class would be 12 students, and 20 is manageable. She asked what year Common Core started. Mr. Castillo said that it was adopted in 2013-14 and started this year, 2014-15. Student Member Saito also asked when Social Emotional Learning (SEL) started. Mr. Castillo said that this is our third year. Member Saito said that many students have been saying that the District is pushing for SEL and Common Core but they have not given us any materials for it yet. She would like to know where the funds are going right now and why they have not seen much of it in the classrooms. Mr. Castillo replied that a lot of Common Core has been staff development and materials for preparation.

Member Rodriguez thanked everyone for their participation. She addressed a couple of issues that came up. She said that this is not the presentation to the Board for this budget. It was just included because this was supposed to be a Budget Oversight Committee meeting. This will be coming to a later Board meeting for further vetting. She also noted that Second Vice President Hansen was not able to attend the Special Meeting today, but has e-mailed with his budget priorities. He wants to ensure that one time funds are clearly allocated as one time funds and not toward anything that is long term that could not be sustained. He is looking at transitional/early Kindergarten programs for his area. Member Rodriguez said she is willing to speak with him about how these programs came about years ago. Some of the prior Board had made a determination to make sure that those early programs came to schools that had the greatest need. This is probably why he is not seeing them in a particular school. He brought up a contract he is recommending the Board take a look at, and perhaps eliminate that particular contract. This will be discussed at the next Board Oversight Committee meeting. Lastly, he is requesting that we put into the budget a position that supports the Board beyond the secretary. This would be someone that can do analysis for the Board on State laws and other types of activities throughout the District. Member Rodriguez said that she supports Second Vice President Hansen on this. Superintendent Banda noted that \$80,000 has been set aside for a new position. Member Rodriguez said that she has had particular needs for constituencies that came with costs, and she would like to better plan for that in the future. She suggested having a discretionary fund for each Board member area. This way Board members can then

have discretion on what they can do for students to help engage and empower them in government processes. Superintendent Banda said that they have had this discussion. Mr. Castillo said that the Board does have a budget, but what we do not have is a location for each Board member, but that could be a discussion on how to do that based on what the Board decides. Member Rodriguez said that in order to eliminate the impression that some member could get more active than others; she would like see a more equitable divide. This way each Board member would have a set amount to budget and plan for in the future. She also noted that many Board members have noted there is not a compliment to the Men's Leadership Academy for young women. She will be asking for something to be allocated in the future to build and establish some type of women's leadership program. Member Rodriguez then summarized with three categories based on the LCAP: College and Career Ready Students; Safe, Clean and Healthy Schools; and Family and Community Engagement. Under College and Career, what she heard from around the table say is that they are very much interested in summer school programs, especially credit programs, counselors, Ethnic Studies, professional development, early Kinder and TK programs, after school programs, and class size reduction for K-3 right now. For Safe, Clean and Healthy Schools we spoke of AEDs, Campus Monitors, Social Workers, and other types of mental health services personnel related to that, Social Emotional Learning, and Restorative Justice. Under Family and Community Engagement is Parent Teacher Home Visit Project, outreach for parents, training on the budget for school site councils, translation services, negotiations, one-time funds, preparing for sunset of Proposition 30, and unspent funds at school sites. Member Rodriguez said that we need to give students every bit of resource that we have in each year we have them. She understands about encumbering money for a subsequent year's big purchase, but Title I, Title II, and Title III funds are all restricted and allocated for very specific purposes. She knows that this has been an ongoing conversation and that Mr. Castillo has been doing good due diligence on the matter, but it will be kept on the radar as we build our financial plan for the next three to five years.

Superintendent Banda thanked Mr. Castillo, Mr. Smith and their team for their commitment and expertise. Everyone has done a great job of deciphering the information and putting it together. Mr. Castillo thanked Gabe Ross and his team also for their input. He also thanked the public and the Board for their input in helping to keep the students the first priority.

President Woo echoed the sentiments of the Superintendent and thanked Member Rodriguez for bringing this altogether. It is an important dialogue that should be had every year. A five minute recess was called by President Woo.

7.0 APPROVE LOCAL EDUCATION AGENCY (LEA) REVISED PLAN, 2015 Conference/Action
(Dr. Iris Taylor and Lisa Hayes)

President Woo noted that this is a conference to action item.

Dr. Taylor, Assistant Superintendent of Curriculum and Instruction, was joined by Lisa Hayes, Director of State and Federal Programs, and Chief Business Officer, Gerardo Castillo. A cross District team was also present to answer specific questions about the plan. The presentation consisted of an overview of the LEA plan, LEA plan performance goals, the LEA plan alignment to LCAP, stakeholder engagements, and steps moving forward.

Public Comment:

Darlene Anderson: Regarding monitoring program effectiveness, Ms. Anderson asked how is it that one of our schools trained about ten GATE teachers at one time. She stated that some schools have wonderful support while others have no support. She feels that this is why some dollars are not spent at schools that have little or no parent involvement. She also feels, however, that we have a responsibility to educate all

children regardless of the parent involvement level. This is why she asked how is it we have no data. There had to be data so that choices could be made on how to develop the budget. She feels the data around Title I must therefore exist, but is not shared with the public. She is concerned about this. She also asked about books for children in Special Education. She stated that she filed a complaint when Superintendent Mejia was here for not purchasing books for children in Special Education classes. The staff provided her with a Board policy stating that the classroom teacher would determine the curriculum. She said IEPs go from Kindergarten to Eighth grade, and she wonders what happened to age appropriate curriculum, as she does not see it. So she is asking, for the SELPA, who monitors the program efficiency?

Board Comments:

Member Rodriguez noted that Second Vice President Hansen asked for this Item to be brought forward and discussed more. It is a big report with a lot of work, and she stated that each member of the team deserved recognition. She also said she is pleased to see that the report contains an outline for a need to increase partnerships with community mental health providers. There is a need in the District for collaboration, and it would help reduce our costs. Another need she recognizes is a need for health care. Referencing page 84, Member Rodriguez noted the bullet points with Safe Schools, Youth and Gang Violence Prevention. She said that often we put a youth who may be involved in gang violence or trending that way into a category that says they are only interested in doing bad stuff and so we need to divert them away from that. We do not look at them in terms of needing some leadership opportunities. Therefore Member Rodriguez suggested we include some leadership and mentoring programs next time. She also noted that page 89 lists Men's and Women's Leadership Academy. She does not know if Title I, Title II, or Title III is covering that, but said maybe we need to allocate some more or have more focus around this. She is willing to sit and talk with staff to learn more about this. She has resources coming to her currently in terms of mentor programs.

Member Arroyo referred to page 15 and asked about students at risk of dropping out under performance goal five. He asked if we know the capacity of the District in terms of dealing with the students. Ms. Hayes said that staff would have to research that. Member Arroyo asked because in closed session they do get cases of students that are borderline for being expelled or suspended, so it would be helpful to understand the capacity. Perhaps they can then do more in terms of dealing with certain students in a particular way given the resources that we have. Member Arroyo also said that he has spoken to the Principal at West Campus, Mr. Thomas, and found that over the past three years he has made it a point to boost the number of students taking Advanced Placement classes and the Advanced Placement tests. He has done magic with the resources that he has. He tries to prepare students to take the AP test, and there is a huge multiplier effect in helping students do well on the AP test. Member Arroyo noticed that a few cents of investment can translate into many dollars in return. When a student does well in the AP class and passes the test, the student does not have to take that class in college. If they take enough AP classes and do well on the tests, that can translate into full ride scholarships to universities. These are students coming from fairly disadvantaged areas for the most part. They are beating the odds academically and financially. As we think about how we help students move forward, Member Arroyo suggests coaching for these standardized tests at any of our high schools. A few cents in terms of preparing students for the tests could translate into a significant amount of savings for their families, the community, and the District.

Student Member Saito referred to a diagram on page 18. I like how they align the LEA goals to the LCAP goals. Goal #2 of LCAP and Goal #4 for LEA which is Clean, Safe, Healthy and Emotionally Safe Environment, reminded her of many stories she has heard from teachers and students across the District. There are many students and families that do not have support at home and do not value education at home. Some students unfortunately then get into negative activities involving drugs, guns, violence, and gangs. These students can influence others around them and make school a scary place that feels unsafe. So she asked if there are any ideas, such as leadership opportunities brought up by Member Rodriguez earlier, or services that could be provided to these students to get them away from negative behavior and influences. Barbara Kronick addressed the question. She said that there are quite a few leadership opportunities,

especially this summer such as Summer Matters and a City Hall program. There are also opportunities through the after school programs. She noted some of the leadership programs that Mr. Pinkston was talking about through Restorative Justice. There are conflict resolution programs in the schools during the school day also. She noted Men's Leadership Academy among others. There is also a lot of support through the Connect Center for kids that are getting involved in the wrong things due to mental health issues. In addition, 21 of our schools have student support centers where they can be referred for mental health support and counseling. Member Saito also asked if there are any programs that involve reaching out to home life. Ms. Kronick said that yes, a lot of the students that receive mental health services receive this type of help as part of the support that they receive.

President Woo entertained a motion to move from Conference to Action on this Item No. 7.0. A motion was made by Vice President Pritchett and seconded by Member Rodriguez. The motion passed unanimously.

President Woo then asked for a motion to approve the Item. A motion was made by Vice President Pritchett and seconded by Member Ryan. The motion passed unanimously.

Superintendent Banda thanked and acknowledged staff for their hard work and thanked everyone for attending. President Woo thanked the Superintendent for bringing these Items back for more discussion.

8.0 ADJOURNMENT

A motion was made by Student Member Saito to adjourn the meeting. It was seconded by Member Arroyo and passed unanimously. The meeting was adjourned at 8:56 p.m.

José L. Banda, Superintendent and Secretary to the Board

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1p

Meeting Date: July 16, 2015

Subject: Approve Minutes of the June 4, 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 4, 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 4, 2015, Board of Education Regular Meeting

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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 4, 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

2014/15-25

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:37 p.m. by President Woo, and roll was taken.

Members Present:

President Darrel Woo
Second Vice President Jay Hansen
Ellen Cochrane
Diana Rodriguez
Jessie Ryan (left at 11:03 p.m.)

Members Absent:

Vice President Christina Pritchett
Gustavo Arroyo (arrived at 8:05 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 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) *Superintendent*
- 3.5 *2015 California High School Exit Examination (CAHSEE) Waivers for Graduation Approval (Robin Martin)*
- 3.6 *Government Code 54957 – Public Employee Appointment*
 - a) *Chief Strategy Officer*
 - b) *Principal, Ethel I. Baker Elementary School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:40 p.m. by President Woo.

Members Present:

*President Darrel Woo
 Second Vice President Jay Hansen
 Ellen Cochrane
 Diana Rodriguez
 Jessie Ryan (left at 11:03 p.m.)
 Student Member Asami Saito*

Members Absent:

*Vice President Christina Pritchett
 Gustavo Arroyo (arrived at 8:05 p.m.)*

The Pledge of Allegiance was led by five students from American Legion High School, Tanner Michael-Bond, an Eleventh grade student, and Zack Jones, Jason Howard, Manual Trevino, Jr., and Bee Vang, all Twelfth grade students.

After the pledge, President Woo took Item 7.1, Approve Resolution No. 2846: Resolution to Recognize American Legion High School Students for Their Exemplary Effort to Raise HIV/AIDS Awareness, out of Order. Member Ryan moved to approve Resolution No. 2846. It was seconded by all Board members present and passed unanimously.

Member Ryan recognized the achievement of the students, read Resolution 2846, and presented Certificates of Appreciation.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None.

6.0 AGENDA ADOPTION

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

7.0 SPECIAL PRESENTATION

- 7.1 Approve Resolution No. 2846: Resolution to Recognize American Legion High School Students for Their Exemplary Effort to Raise HIV/AIDS Awareness (Jessie Ryan) **Action**

Item was moved to Item 4.0 and heard directly after the Pledge.

Public Comment:

None.

- 7.2 Recognition of SCUSD Gifted and Talented Education (GATE) Certificated Teachers (Stephanie Shaughnessy)

GATE Coordinator Stephanie Shaughnessy thanked the Board for the opportunity to recognize the dedication and commitment of the teachers that have completed an in-depth series of professional learning in Gifted Education. District Resource Teacher Kari Hanson-Smith told more about the Gate Certificate program and presented awards to the following teachers: Katherine Redcher Bowling of Camillia Basic Elementary, and Ann Go and Feifei Xie of William Land Elementary. Tiffany Lo of Pony Express Elementary and Chanh Yip Tek of William Land Elementary also received awards but were not able to be present.

- 7.3 2014-2015 Teacher of the Year (Cancy McArn and Nikki Milevsky)

Cancy McArn and Nikki Milevsky presented the awards for Teacher of the Year. Parents, students, and staff nominated 27 teachers. Each person on the list was asked to describe their teaching philosophy and illustrate how they are ensuring that all students are learning. The teacher of the year selection committee then selected two for the award from the written responses. The committee included Teacher of the Year Jennifer Ellerman, retired teacher Sandy Olson, Sequoia Principal Cindy Hollander, Crocker/Riverside Principal Daniel McCord, H. W. Harkness parent Tamika Pharr, Employee Relations Director Cindy Nguyen, and Human Resources Director Tiffany Smith-Simmons. Six candidates were then interviewed and observed in the classrooms. The final two teachers are then selected to represent the District at the Sacramento Teacher of the Year Program. Those teachers are Stephanie Smith and Elizabeth Villanueva. Ms. Smith teaches Third grade at Oak Ridge Elementary School and Ms. Villanueva teaches Spanish at Luther Burbank High School. Ms. Milevsky then spoke on their backgrounds and daily philosophies. The awards were presented and Ms. Smith and Ms. Villanueva spoke.

- 7.4 2015 Classified Champions (Cancy McArn, Malinda Chambers, and Brian Delavan)

SEIU President Malinda Chambers and Teamsters President Brian Delavan joined Chief Human Resources Officer Cancy McArn to present the awards. The employees were nominated by peers, parents, students, and administrators based on their "beyond the call of duty" service and commitment to students. The nomination committee received 19 nominations. Of those the following ten were selected: Oak Park Elementary Office Manager Suzette Groetsema, Kit Carson Attendance Technician Martha Ortega, Camellia Basic Instructional Aide Karen

Redmond, John Bidwell Elementary Clerk Adriana O'Campo, C. K. McClatchy High School Parent Advisor Jose Verdin, Luther Burbank High School Instructional Aide Avelina Navarro, Rosa Parks K-8 Instructional Aide Gabriel Ortiz, Luther Burbank High School Instructional Aide Dawna Manning, Sam Brannan Middle School Plant Manager Angel Lopez, and Health Professions High School Campus Monitor Eric Wilbert. Awards were presented.

8.0 PUBLIC COMMENT

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

Darlene Anderson spoke about a parent with a student at John F. Kennedy high school that she has been trying to help. She feels there are issues with students coming to the school not at grade level. The student has been failing all year. Ms. Anderson met with a counselor at the school who told her they have no remedial programs for reading once the students are there. Ms. Anderson is concerned and said that the LCAP and Single Plan for Student Achievement should be addressing the issues of how support is provided and direct targeted assistance for students who come to high school not prepared. Ms. Anderson asked the counselor what could be done as the student did not receive credit all year. The counselor told her that there is nothing that can be done. Although there is the AVENTA program, it is not available for students who are in Ninth grade and failing this year. She has concerns with accountability in the District. She hopes that the Board will hold people accountable to ensure that students are learning and that their growth is measured. She mentioned filing a civil complaint with the Office for Civil Rights.

Laurie Litman, with 350 Sacramento, asked the Board to take action on a matter of dangerous oil trains that are coming through Sacramento. She showed pictures and information on the overhead projector. Seventeen schools and approximately 13,000 students are within the blast zone of the rail tracks that could be carrying oil. Several California refineries are in the process of getting permits to import toxic and flammable oil. If all the permits are allowed there could be seven to eight trains coming through Sacramento every day in a few years.

Ashley Pierson, also with 350 Sacramento, gave more information on the oil and highlighted facts given in a handout to the Board.

Ryan Heater spoke on his concerns regarding oil trains.

Chris Brown, with 350 Sacramento, spoke on his concerns regarding oil trains and a sample resolution that was given to the Board.

9.0 PUBLIC HEARING

9.1 Continuous Improvement of Special Education Services: 2015-2016 Annual Service Plan and Annual Budget Plan (Dr. Olivine Roberts and Becky Bryant) **Conference**

Dr. Olivine Roberts and Becky Bryant presented. They gave a program overview, presented the 2014-15 Annual Service and Budget Plan, highlighted next steps moving forward, and requested the public hearing be conducted.

Public Comment:

Darlene Anderson has concerns that students are not identified early and that there is zero tolerance in the African American community. The District has the ability to use the hearing office to move kids to minimum day or some other type of punishment. She has concerns with the crisis of students being a few grade levels

behind. She knows what happens with the RSP students, but does not know what happens in the SDC classes, and this concerns her.

President Woo noted that we had closed the Conference and are now in Public Hearing. Ms. Anderson's comments are for the Public Hearing.

Nikki Milevsky, President of the Sacramento City Teachers Association, stated that there was a similar presentation last year. That presentation showed that in 2014 Elk Grove had 707 initial referrals for 63,000 students. We had almost the same number of referrals for only 43,000 students. Last year the elected Board and Interim Superintendent had some discussion regarding the dramatic differences in the Special Education numbers. She followed up with a long e-mail explaining the history of the Elk Grove School District systematic early intervention. She summarized this history. They have what is now the current national model for intervention for front loaded supports. They created an environment where labeling a student as disabled and in need of Special Education was a last resort. In an SCTA survey of teachers last year, they asked what they thought would be the best use of the additional LCFF dollars to further students' learning. Early Intervention was ranked very high, second only to class size reduction.

Angie Sutherland, a parent at Hollywood Park Elementary, thanked the Special Education department for all that they do and gave suggestions for the Annual Plan. It lists a focus on two of the LCAP goals, and she feels there should be goals for the School Climate goal also. She is glad to see work toward increasing inclusive practices program and to get more support for teachers. Transition planning is another goal; she feels it needs to start as early as possible and no later than middle school. Another initiative is to increase communication with families which is a welcome goal. She would like to see the goals have action steps and a plan that will be shared. She gave the Board a handout about her daughter's experience in Special Education.

Terrence Gladney thanked Ms. Sutherland and Ms. Anderson for their comments. He is a parent at John Cabrillo Elementary and is happy that Special Education students are not seen as that but as part of the school community; they are included in all activities. He has noticed however that sometimes a student will be transferred because specific service is not offered. Then the sense of community built over one or two years is lost. He asks that we explore how to make all services offered at all campuses. He spoke of his son's experience in Speech at Caroline Wenzel.

Board Member Comments:

Member Ryan thanked Ms. Bryant and Dr. Roberts for acknowledging a data request she sent out. She shared a meeting she had with Member Cochrane and Special Education parents. She echoed Ms. Milevsky's comments regarding front loading student supports. She hopes that we continue to look at best practices and models. One concern of parents is that they do not know where their child will be placed from one year to the next; often they are waiting for this information into the summer. Member Ryan asked why so few options exist for Special Education students to remain at one school site. Ms. Bryant replied that the District offers many kinds of Special Day Class (SDC) programs. Because there isn't the population to have an SDC class of all types at every school site, they do have to be regionalized somewhat and spread throughout the District. Some students with low incidence disabilities are regionalized for bussing patterns so that we have options in the East, South, and Central areas. The number of students that have learning disabilities or mild to moderate disabilities with need for an emphasis on language is growing at a very high rate every year. Many students in these classes have autism of which the rate of identification has grown. These classes are classes for students that are high functioning and need a small student to teacher ratio but with the academic structure and rigor. We have been growing those classes in recent years. It is not always possible to co-locate a second segment of a certain kind of a class on a campus due to space. Some decisions have been based on needing a class and having to find a classroom to accommodate. Moving student location is a concern of hers as well. Special Education has been approved to open new classes next year, and she will be meeting with the Chief of Schools next week to try and strategize carefully where those classes are placed.

Member Ryan asked who makes the determination for where a student will be placed and why does the information become available so late in the summer. Ms. Bryant said that since there is not a classroom at every campus for SDC students, projections are begun in January; classes are preloaded with estimates on how many slots will be needed throughout the District based on where students live. This is looked at again in March and April. This year classes were found to be over enrolled in almost every area. They then had to utilize the budget process to request additional slots to serve students for next year. They are in the final stages of projections; as soon as they identify the locations for the new classes they will begin to notify the families. Families also have an opportunity to participate in Open Enrollment for slots open. Students in SDC can go through that process, and if they can be accommodated at the school of choice by implementing their IEP, then the request will be considered. If their needs are unique and specialized, then the department will meet with the family to talk about what other District options might be available. Another concern Member Ryan heard consistently from parents is that it is difficult for them to know what their options are in the first place and how to ask for the right placements. For example, she was given a document of programs that exist including SDC programs, but found it hard to find on the District website. She feels that displaying the documents more predominately would be an easy thing for the District to do. She would like to work with Ms. Bryant on the other data requests, in particular the idea of how do we foster better communication with our families. She also noted that the department is understaffed and asked how we figure out the staffing necessary to ensure that the District has support moving forward so that we are serving the needs of a population that often goes without a voice.

Member Rodriguez thanked the presenters. She referred to a presentation that was given approximately five years ago in which Black Parallel School Board came forward with a graph showing that the longer an African American child stayed in our District, the lower their scores became. She acknowledged the inequities that Ms. Anderson feels. She wonders what the process is in the department for continuous improvement; what is the level of engagement? Is it at the District level, with staff, or beyond the Community Advisory Council (CAC)? Ms. Bryant said, in regard to the significant disproportionality, we were significantly disproportionate two years ago and we took some immediate steps. We felt there were issues around our assessment process for identifying students. We identified a concentrated team to do assessments so that a selected number of psychologists do the assessments. They do it as part of a multi-disciplinary team that includes a social worker and a behavior intervention specialist. This is done so that we can look holistically at the children before making an identification. We do this for all students that are referred for an evaluation in this area. The result of that is we have about 30 less students identified that are also African American. One would have thought we would have done better in our calculations for significant disproportionality, but the reality is that the District has lost almost 2,000 students on the general education side. Regarding the continuous improvement, Ms. Bryant is not sure if Member Rodriguez is speaking about her personal involvement in that or staff's involvement. Member Rodriguez said it is staff's involvement. Ms. Bryant sits with many parents throughout the year and participates in many IEP meetings to support school teams in an effort to try and come up with positive answers for all students. The program specialists are the assigned liaisons between the central office and the school sites, working with families, teachers, and administrators. Member Rodriguez said that she expects the staff members to understand the process. She asked what is done to insure that every teacher that may not be holding a certificate in Special Education (the teacher of RSP students) understands the gravity of an IEP and the student needs. Ms. Bryant said it takes a lot of consultation, and that the case manager (usually the student's Special Education teacher) is responsible for making sure every person on the site who interacts with the student is aware of the student's needs, their goals and objectives, and what kinds of services they get. The administrator is also responsible to make sure that service is being provided. If there are concerns that services are not being provided, that's when the central department gets involved. Dr. Roberts said we also continue to provide professional learning for various staff members such as teachers and principals regarding the continuous improvement methodology. A big component is professional learning as we continue to seek the key effective strategies that will help to enhance the work. While doing this, we reflect on our current practice to see what is

effective and what needs to be changed. We also look at it from multiple perspectives including our stakeholder's perspective, programmatic, and instructional implementation. It is a comprehensive, integrated approach. The very nature of it is that we continue to improve. Member Rodriguez says that she asks these questions because she still hears the same common theme throughout the District. She recently had a new family to the District come to her because the school they approached with their slightly autistic son was turned away. They did end up getting their child into the school with guidance on the right process, but the initial discouragement is not a good first impression. She feels there needs to be a level of training for staff at every level, perhaps sensitivity training.

Second Vice President Hansen thanked the presenters. He said it is very good to learn all the categorical pieces, budgeting, and costs compared to general education students. He asked how we decide which services are provided at which school. Ms. Bryant said the document provided that shows the school sites coded with what services are available is student driven. So when a code does not show at a school, it does not mean that the program is not there, but it means that there is not a student that needs the program at the school. Second Vice President Hansen also said that from Ms. Milevsky's comments it appears we have a higher percentage of students with special needs compared to surrounding districts. He asked why that might be. Ms. Bryant said a multi-tiered system of support is valid, and we have had a difficult time systematizing that across the District. When Special Education is one of the only options to turn to, you will have an increase in enrollment. Second Vice President Hansen asked if that is because parents/guardians are asking for that program or because staff is defaulting to doing that. Ms. Bryant said it is a combination; the department gets many requests for assessment. Member Hansen asked if the assessments are funded out of the SELPA budget as well. Ms. Bryant replied yes. Member Hansen is concerned; he agrees that services needed are provided and at the earliest possible time. He thanked Ms. Milevsky for bringing early intervention to the Board's attention. Ms. Roberts said that, regarding the District being significantly disproportionate, we will have to develop an action plan as to how we are going to correctively address the issue. A part of that will be for us to clearly delineate how we will intervene early on, so we will be bringing this back to the Board in the Fall as they will need to take the Summer to engage with stakeholders, both internal and external, to create a very comprehensive and robust plan that will address our current reality. So embedded within that plan will be the opportunity for us to address a multi-tiered system of support. Member Hansen brought up the number of lawsuits we pay out for IEPs that go the legal route; it is always disturbing to throw money toward legal costs. The more we have things under control and done appropriately, the more money that is available for the students and the District. So lowering the number of lawsuits is a target.

Member Woo asked if they are coming back in two weeks to the next Board meeting. Dr. Roberts said yes, the Item is to be brought back on the Consent Agenda. Mr. Woo said that because it is an annual plan, he would like to include the ideas that have been put forth tonight. He asked for the definition of "significant proportionality". Dr. Roberts said the two formulas the State uses to determine if a district is significantly disproportionate is very complex. Ms. Bryant said it's the number of students identified in a certain disability category relative to the same general population and same ethnicity. So we are comparing African American students who have been identified with a certain disability and African American students in the general population. Dr. Roberts said that the threshold is 5.00 percent while we are 5.25 percent. More information will be provided via a board communication tomorrow.

Superintendent Banda thanked the presenters. He spoke of the complex disabilities of the Special Education population. He noted that we did not even discuss transportation, which is a whole other complex issue. He looks forward to seeing the action plan on how we will address the disproportionality and continue to refine and improve our services and practices with special needs students.

President Woo then closed the Public Hearing.

As the presenters came forward, Mr. Banda said he is proud of the staff and community for their achievements with this year's LCAP process. He noted their dedication and the amount of time spent on the work. He looks forward to another successful year of LCAP implementation. Chief Communications Officer Gabe Ross then started the presentation by giving background on Local Control Funding Formula (LCFF). He and LCAP/SPSA Coordinator Cathy Morrison spoke on stakeholder engagement activity, incorporating additional funds from the "May Revise", aligning community voice with our activities and funding, and next steps.

Public Comment:

Darlene Anderson asked what the data is for African American students. She told of a parent with several students, some Special Education, and all failing even though they had good grades on all their work. On a separate piece of paper with their IEP plan it said it would be better if the student stayed in the SDC class because they were two to three grade levels behind. She said you can make a student feel successful by giving them a good grade, but they cannot then get a job once they graduate if they are not prepared to work. The LCAP is supposed to be about how we turn this around. She feels the African American community still does not have transparency in public education.

Nikki Milevsky, President of SCTA, said they appreciate the hard work done by the LCAP Committee and their recognition of the importance of reducing class sizes and caseloads. She quoted Chief Business Officer Gerardo Castillo from the last Board meeting, "Financially, this is the best economic position the District has been in for a long time." She said now is the time to take some big steps toward improving the classroom environment for students. The May Revise provides an immediate opportunity to improve the classroom learning environment. They feel the financial status of the District enables us to implement 24 to 1 in K-3, begin class size reduction in other grade levels, as well as decreasing enormous case loads of supports staff like nurses, counselors, school psychologists, and social workers. Improving the learning environment is proven to improve academic performance, provides social emotional growth, reduces bullying, creates higher levels of student engagement, increases time on task, improves attendance, increases parent participation, and significantly helps with the recruitment and retention of highly trained teachers.

Frank DeYoung thanked Member Rodriguez for giving him the opportunity to serve on the LCAP Committee. He also thanked coordinator Cathy Morrison. He felt that the process went well from a committee perspective. They learned a lot and have a lot to pass on to the next committee. One of his goals is have the student member more involved.

Jason Weiner was a member of the LCAP Committee this year. All of the recommendations that the LCAP Advisory Committee made received 75 percent or more support from the members of the committee. He also noted it seems that the budget is the major way that the District is communicating its priorities to the community. One of the committee recommendations is that, among all expenditures, if they are a maintenance of effort, if they are a replacement of other sources of funding, or increased funding intended to produce more services, then they should be built into the document so that they are very clear and transparent. He also said the metrics that were listed were District wide and not broken down. While realizing that this is not required by the State or SCOE, he feels it is critical to transparency that we look at, not only overall District wide targets, but also targets for the subgroups that are the most affected. He also said thanks for the additional funding that was provided on school climate and discipline issues, especially Restorative Practices and Social Emotional Learning. He urged the Board to make sure that those programs are integrated as much as possible. Lastly he said thank you for the opportunity, the committee, and to Ms. Morrison.

Karen Swett, of Making Cents Work, said the LCFF regulations require that we are able to see the Goals and Action Steps in the Budget. She is concerned that some numbers represents "more" but the initial amount, however, is not given. She feels the Goals need to be written with these things in mind: observable, measurable, and recordable.

Anne Fox, lead organizer at Sacramento Area Congregations Together, said that tonight we would hear from

a series of English language learning parents, Spanish speaking parents, and graduates of the Hmong community to talk about the LCAP and what it means for them. Their concerns will reflect the three recommendations from the English language learners on the LCAP committee. These are counselors, bi-lingual assistants, and parent access.

Laura Rios thanked the Board for appointing her to the LCAP. A year ago she came to the Board to ask for a better process to involve families and communities in the LCFF and LCAP. She is grateful to say that was taken into consideration. Being a part of committee gave her an opportunity to advocate for English language students. She reported that District English language students perform lower than scores State wide. Parents in the District need more support. She looks forward to an improved process for next year.

Alba M. Galindo, using a translator, spoke about her two students in the District who attend West Campus and Luther Burbank High Schools. She asked for support to promote bi-lingual counselors and translators for families. A program offered at Luther Burbank High School has helped her with information she needs to help her child apply for scholarships and given her motivation to attend college. She asked the Board to continue to support these programs. When she attends meetings at West Campus, however, there is no one to translate into Spanish. It is frustrating to not understand. She thanked Member Rodriguez and Cathy Morrison for excellent work in the community. She also thanked Anne Fox.

April Ybarra, a parent of First and Third grade students at Oak Ridge Elementary School, thanked Member Ryan for appointing her to the LCAP Committee this year. She spoke in support of recommendations the committee made for English language learners. One was an increase in an English language specialist. She brought up a need for bi-lingual counselors at elementary sites. They did have that support at Oak Ridge Elementary School while her daughter was there, but would like to see this available for all students. She also said she appreciates the District reaching out to the DELAC, but when she attended the meetings she saw they did not properly inform parents of LCAP. However she and other members of the LCAP Committee did reach out and met with parents.

Yennary Montilla-Peaches, parent of a daughter at Camillia Basic Elementary School and speaking through a translator, said that she did not continue in ELAC this year because it is frustrating to see that they do not carry out ELAC in favor of the kids that are learning English. She would like to see the process of the LCAP funding to be more transparent and to really see that the funding goes towards children that speak English as a second language, foster kids, and children from low income families. I support the recommendations, especially to create a parent committee, aside from DELAC, to make sure that we have a more efficient LCAP. She does not want to see any child that speaks English as a second language left behind.

Maria Beltran, using a translator, said she has a daughter at Camillia Basic Elementary School. She needs more information in Spanish regarding the LCAP so that she can understand where the funding is headed. At her site she has not received any information regarding the LCAP. She knows about it from a friend that is involved and engaged. She would like to receive more information as a mother of someone that speaks English as a second language regarding the law that supports our success.

Teresa Hernandez, using a translator, said she is the President of ELAC, a DELAC representative, and a participant of the Home Visit Project and Parent University at Luther Burbank High School. She is the mother of four teen-agers. She thanked Member Rodriguez and Cathy Morrison for taking the time to visit our school during one of our meetings. She came to speak in the hope to ensure children's schools have the resources for their academic development. She has visited several schools to ask parents to fill out the LCAP survey, but unfortunately she noticed there was not enough information about the topic. This is why they asked to have a meeting with Superintendent Banda over the summer so that together we make a more effective process with more information and greater impact so that next school year our friends are better prepared.

Mai Yang Vang, an organizer with Hmong Innovating Politics (HIP), spoke in support of the recommendations made by the LCAP Advisory Committee. She has concerns about engaging all English language families and recommends establishing an English learner parent advisory committee to review and comment on the LCAP. She said this process should and needs to be separate from DELAC. She said messaging on LCAP to their community has been poor. She thanked the District and LCAP Committee for all

their hard work, and said HIP looks forward to working with the District to implement innovative strategies to engage all parents.

Sue Vang, with Hmong Innovating Politics (HIP) and an LCAP Advisory Committee member, thanked the Board for the opportunity to be a part of the process. She said that she is proud of the recommendations that came out of the LCAP Advisory Committee and to see that some of the recommendations have already been incorporated into the LCAP. However, she said that there are huge gaps in the draft plan in regard to services and funding to serve low income, English learners, and foster youth. She feels there is a desire for parent involvement in the English language learner community, as shown by the turn out of speakers tonight. She feels the District needs to do more outreach. Also, throughout the draft LCAP plan supplemental and concentration funds are used for services that are basic and core needs and not necessarily for supplemental services. She feels this needs attention.

Terrence Gladney, an LCAP Advisory Committee member, shared for Lisa Levasseur of the Parent Teacher Home Visit Project that they are thankful for the additional funding of the project. It was recommended by the Committee to do more to expand the program. Another recommendation made was around the school resource officer (SRO) funding. He would like to see where the funding was redirected. He said we need to focus on equity to service the population of students that are funding dollars.

Angie Sutherland, a parent at Hollywood Park Elementary School and an LCAP Advisory Committee member. She is also the chair of the Community Advisory Committee for Special Education and serves on the Sac Council PTA. She feels the LCAP process has been a very meaningful process in which to take part. She appreciated the opportunity to speak to the needs to students with disabilities as well as other at risk and high needs students. She highlighted a few of the recommendations and information about the metrics in the LCAP.

Board Member Comments:

Member Rodriguez commented that the outreach to our multi-lingual families was as adequate as we would have liked. She suggests the Board establish a multi-lingual LCAP community committee. She noted that the LCAP Committee had recommended to increase the English Language Arts/English Language Development standards from 65 to 275 FTE in year one. She did not see that laid out in the LCAP. She asked why that was. Mr. Ross replied that one of our biggest challenges is that our needs continue to outweigh our resources. Dr. Roberts reported that currently we are in Cohort 2, and we do have approximately 65 teachers participating in both Cohorts which were started last year. The standards are fairly new, so as soon as they were approved by the legislative body we began working last year and expanded this year. We are going to do a further reach so that is why the increase is to 275. Member Rodriguez asked if that is realistic. Dr. Roberts replied yes, because the 275 will be for year three, next year. Member Rodriguez asked if the training is so time consuming that we can only take a certain amount of people because it takes a certain length of time to train, or does it have something to do with funding. Dr. Roberts said that the standards call for two approaches, one is integrated. This means that the standards are integrated throughout the other content areas. The other is designated, and this refers to the teachers that are teaching English learners in terms of the specific, specialized language development; this is a smaller subset of teachers. We are doing both approaches and the implementation is addressing the outcome. Mr. Ross said that the remarks made about having an additional LCAP English learner advisory committee is something we should consider. In many cases we are leading the State in this area, but now our challenge is how do we make sure that we bring that level of engagement to all of our families. There is a lot to be proud of; over 50 percent of survey respondents designated themselves as representing English learners, but there is a lot of work remaining to be done. Member Rodriguez wanted to understand what conversation were like regarding budget decisions that were made in light of the years of deep cuts that we had. Mr. Ross said that one of the challenges is articulating and distinguishing between the LCAP and the budget as they are separate documents and processes. The LCAP is about goals, metrics, and aligning resources to those goals and metrics, but it does not necessarily speak to every expenditure in the budget. Therefore in building an LCAP we are really working backward, starting with the goals and actions and aligning expenditures in the budget to support

those goals. Our needs continue to far outweigh our resources so there are always going to be hard choices. Regarding comments made about why some things were funded with supplemental concentration dollars versus base dollars, to some degree it's important to remember that all of the LCFF dollars, supplemental concentration grant dollars, are not all new monies. They are newly flexible dollars that used to be categorical, but it is not all a net increase in resources to the District. So when you look at replacing categorical that also provided important resources that schools needed, we are not necessarily starting at zero and adding on. He does not feel it is the intent of LCFF to make additional cuts in order to add additional flexibility. Identifying which funding source each expenditure goes in can be as much art as science because there are a lot of moving parts. Mr. Castillo and his team work tirelessly to make sure the numbers align and are transparent.

Student Member Saito thanked the presenters. She said she did attend one of the LCAP meetings last month and was able to see more of the final results. It was a very welcoming environment for the one student committee member. Trying to get student input is difficult as the subject is almost like another class for a high school student. Member Saito also commented on the language barrier and the lack of a translator at some LCAP meetings, and she feels a language barrier should not keep people from participating. Mr. Ross clarified that all of the meeting coordinated at the District level had translation services. He thinks what the speaker was referring to was a site level meeting as all the principals were asked to hold meetings at their school sites. We do not have enough interpreters at our school site levels as there is only so much staff to go around for 75 schools, but all the District wide meetings had translators.

Member Ryan thanked the LCAP Parent Advisory Committee and the community advocates that played a role. She also recognized the efforts of the staff and Cathy Morrison. As we strengthen the process moving forward, she stressed that we acknowledge the importance of meaningfully including our non-English speaking community. Having the document translated into Hmong and Spanish will be a huge improvement moving forward, but looking to establish a committee outside of DELAC to take feedback and do a deeper level of engagement is critical. When she looks at the feedback provided by the Committee and the surveys she is thrilled to see that between the allocation for translation services at a District level and the site level, we are looking at a more than \$160,000 increase. She is pleased to see the increase in school psychologists, social workers, and wrap around student support services as well as English learner specialists. Yes, there is work to be done, but she is happy to see there is community voice being incorporated into the LCAP and that we have a good baseline as we build upon our efforts next year.

Member Arroyo said that in terms of the recommendations to put an emphasis on counselors, nurses, psychologists, and social workers, the feedback that he got from someone that works in one of those capacities for the District mentioned the timeline at which the District hires. They felt the hiring is done too far down the line. For example, other districts hire late in the Spring while we hire early in the Fall. Therefore the pool of applicants is much reduced by that time. He asked if this is something that we can change. Mr. Ross said that it is mostly tied to the budget calendar; other districts in the area have had a deeper reserve over the past few years to weather some of the financial challenges. The way the reserve plays into it is that, as we know certificated employees by law must be noticed by March 15 if we think there is even a chance they may be laid off because of budget realities, and whereas other districts with a deeper reserve may be able to, with confidence, not notice an employee or group of employees, we have not had that luxury. We have also in recent years funded a lot of those positions with less than stable funding sources; this means that every year we must notice those employees. Member Arroyo said that he is not seeking a resolution today, but if we are looking a strengthening and increasing positions, he highly recommends that we look at the hiring calendar so that we have a broader pool of applicants. Member Arroyo then addressed the comment made earlier by Ms. Anderson about data and specific cases where student's academic needs are not being met. When we see these types of cases, he feels it is incumbent that they be brought to the Board or the administration because it is by those individual cases that they may be able to start turning the

culture and behavior in the District. He said that if specific cases are seen where children are not being served appropriately, we need to know who those teachers are. He feels there is a willingness by the Board and administration to really start drilling down and start changing the culture case by case.

Second Vice President Hansen added his thanks to the work of staff and LCAP Committee. The work helped enable the fulfillment of the goals of the LCAP and put a budget forward that is reflective of the community's values. He asked if the LCAP report will be available on the District website. Mr. Ross said that it will.

Member Rodriguez said that, for the next round of the LCAP, she would like to see the analysis of the effectiveness of these recommendations. Mr. Ross said, for clarification, there is a piece built into the LCAP with regards to looking at the metrics over a year and connecting the results with the expenditures. We know that we are reliant on the State, and when we receive a lot of those data points they unfortunately do not populate real time in our document. So as we continue to get more information from the State to update that information we will continue to update the plan. He thinks realistically it will take a few years of seeing a trend in data and in expenditures in the LCAP to really make a true connection between the two, but it certainly is one of the fundamental principles of the LCAP. Member Rodriguez said that she has to make sure that it is called for and that we start documenting the data.

President Woo thanked staff, the committees, and members of the community for their hard work. He thanked the Board for their comments and questions. He echoed Member Rodriguez's sentiment in that he would like to see, in subsequent LCAPs, the results for money spent in any given area. President Woo then closed the public hearing.

9.3 Proposed Fiscal Year 2015-2016 Budget for All Funds (Gerardo Castillo, CPA)

Conference

Mr. Castillo thanked Mr. Smith and his staff for all their hard work to finish the budget document. The goal of the presentation and public hearing tonight is to make a decision prior to July 1, 2015. This would then be at the next Board meeting on June 18th. He said that a lot of the items were covered in the LCAP presentation. The presentation covered a summary of the budget process, additional General Fund revenues and expenses, a summary of the General Fund, the General Fund Balance, a summary of other funds, LCFE calculation, fiscal condition, and next steps.

Public Comments:

Bob Hammes, of the Community Priority Coalition (CPC), Making Cents Work, and CW, encouraged the Board to approve the 2015-16 Budget as presented by staff with changes as listed in an alternative budget that was handed out to the Board tonight. These include the increase in the number of teachers in order to facilitate class size reduction, an increase in expenditures in the 1100 and 5000 object codes to implement mandatory professional development for restorative practices, and an increase in after school and early intervention programs.

Karen Swett, of Making Cents Work and Community Priority Coalition (CPC), feels that changes should be made in expenditures in the 4000 object codes. In the ending fund balance components, however, the budget department is doing a great job in planning for the future. They would like the Board to consider the message delivered with the May Revise windfall; the Governor's budget proposes significant increases and states "schools will be able to continue to make the necessary investments in professional development, provide teacher induction to beginning teachers, and purchase instructional materials and technology to prepare both students and teachers for success". They feel this means, spend the money on the kids now, and do not tuck it away in the ending fund balance.

Board Member Comments:

(Board Meeting Minutes, June 4, 2015)

Member Rodriguez thanked Mr. Castillo and Mr. Smith for listening to the Board. She asked if the schools that are no longer receiving QEIA funds incorporated in the budget. Mr. Castillo said that back in February the Board made the decision to make the reductions for 2016-17. Between the MAA and QEIA funds we lose \$9 million dollars a year. Those things are included this year, but we might need to revise priorities for the following year.

Second Vice President Hansen also said thanks for listening to the Board and providing a more thorough budget that is easier for the Board to understand and public to participate in. He hears the message on the one time funds and feels one time funds should be spent on one time expenditures. He does not want us to forget that Proposition 30 expires in two years. We have a tripling of our STRS contributions and healthcare costs increased seven percent a year and expects that to be at least five percent a year going forward. We take care of our students by being a little more on the conservative side when budgeting. That being said, people have to be paid fairly, and it is important for us to do the cost of living increases to keep up with inflation, but he does not want us to get back into a situation like we were in before. Of all the promises we make to our staff, the promises of health care is one of the most important. If we do not start increasing the amount of funding that we are putting in to that, we will be robbing future students and our future residents in Sacramento. If we were to make a one-time payment today, it would be \$200 million dollars to get us to where we need to be. Previous Boards and everyone else involved in our negotiations did not do right by our District in not setting that money aside at the time. They instead promised it on the backs of future Boards to pay that promise. He is happy about the addition of Early Kinder, a VAPA program, more custodians and nurses, and reducing class sizes. He looks forward to working on this over the next two weeks and hearing from the community.

President Woo also thanked the staff. He said this is the most comprehensive budget since he has been on the Board. He then closed the public hearing.

10.0 CONSENT AGENDA

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

10.1 Items Subject or Not Subject to Closed Session:

10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

10.1b Approve Personnel Transactions (Cancy McArn)

10.1c Approve California High School Exit Examination (CAHSEE) Waivers for Graduation (Robin Martin)

10.1d Approve Sutter Middle School Field Trip to Washington, D.C. from June 13 – 18, 2015 (Lisa Allen and Mary Hardin Young)

10.1e Approve Sutter Middle School Field Trip to Washington, D.C. from June 12 – 17, 2015 (Lisa Allen and Mary Hardin Young)

10.1f Approve Minutes of the May 7, 2015, Board of Education Meeting (José L. Banda)

Public Comment:

None.

Board Member Comments:

President Woo asked if there was a motion to move the Consent Agenda. Member Ryan moved to approve the Consent Agenda and Second Vice President Hansen seconded. The motion was approved unanimously.

President Woo noted that there were students in the audience and, due to the hour becoming late, moved Item 12.1 up to be heard now, before the Communications section.

11.0 COMMUNICATIONS

- 11.1 Employee Organization Reports:** **Information**
- *CSA – No report given.*
 - *SCTA - Nikki Milevsky, President of SCTA, reported on behalf of SCTA.*
 - *SEIU - No report given.*
 - *Teamsters – No report given*
 - *UPE – Dennis Pedersen, Executive Director of UPE, reported on behalf of UPE*
- 11.2 District Parent Advisory Committees:** **Information**
- *Community Advisory Committee – No report given.*
 - *District Advisory Council – No report given.*
 - *District English Learner Advisory Committee – No report given.*
 - *Gifted and Talented Education Advisory Committee – No report given.*
 - *Sacramento Council of Parent Teacher Association (PTA) – No report given.*
- 11.3 Superintendent’s Report (José L. Banda)** **Information**
- Superintendent Banda did not report and deferred a video due to the lateness of the hour.*
- 11.4 President’s Report (Darrel Woo)** **Information**
- President Woo did not report and deferred a video due to the lateness of the hour.*
- 11.5 Student Member Report (Asami Saito)** **Information**
- No report.*
- 11.6 Information Sharing By Board Members** **Information**

Member Rodriguez would like staff to research the oil train issue that was heard earlier during Public Comment.

Second Vice President Hansen reported on three graduation ceremonies coming up this week. He also announced that the District and students are participating for the first time in the Sacramento Pride Parade on Saturday morning. There are approximately 30 people participating so far. Dr. Richard Pan will be joining Member Hansen. Shirts were made for all the students and staff. The parade starts at 3rd and N Streets downtown at 11:00 a.m., but they will start gathering about 10:00 a.m. He thanked staff Emily and Nicole for helping set up for this event.

Member Cochrane said that, in late May, Caleb Greenwood Elementary School was fortunate to receive its authorization from the International Baccalaureate organization. She read what they wrote about the school. She also noted that Kit Carson, which Caleb Greenwood Elementary will feed into, is in the process of applying for their middle year program, Seventh through Tenth grades, and she is sure they will receive it. She also commented on the oil trains and said that when she was in Fifth grade Roseville had a huge explosion in their rail yard. There were 7,000 bombs bound for Vietnam that were on a train that exploded. It was fortunate that no one was killed in that, but several people were injured. If it had been near a school when it happened, it would have been a total disaster. She appreciates staff doing full research on the material provided tonight.

Member Ryan shared that she represented the District as part of a lobby group for the CSUS Advocacy Day. She joined President Alex Gonzalez, who is retiring soon, to talk about the need to create a pathway into and through college. President Gonzalez shared a troubling reality which is that Sacramento City Unified School District is no longer the largest feeder school district into Sacramento State; Elk Grove Unified School District is now the largest. He got 35,000 applications for 3,500 freshman slots. Now that we have the Pathways to Success program and as we continue to have these conversations around strengthening a college commitment and college promise in Sacramento, she thinks we need to recognize the importance of having Sacramento City Unified School District become the premier feeder pathway into Sacramento State moving forward. She also spoke of the tragic loss in the District of six year old Jadianna Larsen last week. Tonight we will be adjourning in her memory and having a moment of silence. There was a candle light vigil in McClatchy Park with the community on Sunday which hundreds attended. As we adjourn tonight in her memory Member Ryan asked that we recognize that we need to, as a community of support, ensure that this kind of violence does not happen moving forward.

Item 12.2 was heard next.

12.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

12.1 Approve Resolution No. 2845: Ethnic Studies Resolution (Asami Saito; Student Advisory Council)

Action

(Was heard after approval of the Consent Agenda per President Woo.)

Student Member Asami Saito started the presentation by reviewing what was presented at the last Board meeting by the Student Advisory Council (SAC) on May 21, 2015. She then spoke specifically about Ethnic Studies. Their initial resolution had been returned with a few suggested changes which they incorporated. They were asked to broaden the teacher training programs and not just center around CSUS; they do however recommend CSUS because CSUS will be helping develop the curriculum. Member Saito stated that she plans to work with Ethnic Studies throughout her Senior year next year. She and the community will be working over the summer for Ethnic Studies as well, especially with cross district collaboration, higher education collaboration, and youth participation. They will be working

to develop the curriculum and hopefully working closer with LCAP to implement Ethnic Studies and draw up a plan for coming years. As an aside, she said that along with Ethnic Studies, the SAC will also be working on other initiatives such as dress code and continuing with college and computer research as well as to hopefully implement more initiatives next year. She thanked community members that helped them get to where they are now, members of Ethnic Studies Now, CSUS, SAC, and Member Jessie Ryan.

Public Comment:

Jonathan Tran, an organizer with Hmong Innovating Politics, thanked the SAC for their work and making sure that stakeholders were involved in the process. He said that the work is tremendous, scholarly, well researched, and policy savvy. He said Mark Carnero and Stacey Bell have done a tremendous job in mentoring the young people. He also thanked President Woo for his insights and development of strategies and Board Member Ryan for her demonstration of leadership in terms of making sure that Ethnic Studies is a priority for the District. In addition to the commentary that was made earlier on the LCAP, within the report that the Advisory Committee provided was also a recommendation that Ethnic Studies be listed as a priority within Sacramento City Unified School District. They sincerely appreciate keeping the language within the resolution to make sure that Ethnic Studies as a graduation requirement is an LCFF priority for the Sacramento City Unified School District moving forward.

Terrence Gladney said that student engagement is one of our District's priorities and one of LCFF's priorities. He has been amazed at, through Ms. Saito and the Student Advisory Council's leadership, the level of student engagement exhibited. He feels it is our responsibility to honor that, not only with the resolution, but to continue to make it a priority around funding. He has seen multiple student stakeholders come forward over the past few months to allow their voice to be heard, and he has learned from it.

Board Member Comments:

Member Ryan said she is beaming with pride; she is so proud of this youth led initiative. She feels this will transform the youth perception of self and ability to offer meaningful contribution to the world. She knows that this would not have happened without a sophisticated, incredibly savvy, and committed group of youth leaders and also a community of support that represented individuals from various backgrounds recognizing that the time is now to make Ethnic Studies a graduation requirement at Sacramento City Unified School District. Member Ryan then read key points from Resolution No. 2845.

President Woo took Member Ryan's reading of the Resolution as a motion to adopt it; it was seconded by all Board members. President Woo said that this may be the most important Resolution that he has seen as President of the Board. The motion passed unanimously.

The Board resumed the agenda at Communications Item 11.1.

*12.2 New Board Policy No. 5141.27: Food Allergies (Barbara Kronick and Raoul Bozio) **Conference/First Reading***

Raoul Bozio explained this new, optional policy. The policy instructs the District and schools that we are aware of the issue of food allergies and that an Administrative Regulation will be prepared that will provide more detailed guidelines and accommodations and examples of various measures and accommodations that can be taken.

Public Comment:

Victoria Vasquez has two children in the District with peanut allergies, and she is in favor of this policy. She

feels this policy protects children that already have a diagnosed food allergy. This is different from SB 1266 which would protect anyone who has an allergic reaction. These policies really are for children that are coming to school with a diagnosis, with an EpiPen and saying to the teacher, "this is how I need you to help me be safe". California has the strictest nutritional guidelines, especially in the lunchroom, as mentioned in the policy. Her daughters sit at one of the peanut free tables. Without this policy, they go back to the classroom where there is unregulated food. She stated one of her daughters did go into anaphylactic shock in her First grade classroom at Leonardo da Vinci K-8 School as the snack that day was peanut butter crackers. She feels this policy is needed to keep children with food allergies safe.

Board Member Comments:

President Woo asked when the Board will see this Item again. Mr. Bozio said it will be at the next meeting.

*12.3 Revision to Board Policy No. 3260: Fees and Charges
(Raoul Bozio)*

Conference/First Reading

Raoul Bozio explained that the Education Code was amended this past year; sections 49010 and 49011 were revised to more clearly set out what school pupil fees are allowable and which are not. No fees can be charged for any type of core educational service, including extra-curricular activities, P. E. clothes, field trips, parent volunteer requirements, etc. Requests for voluntary donations of time and money, however, are allowable.

Public Comment:

None.

Board Member Comments:

President Woo asked if the Item will be back at the next meeting. Mr. Bozio replied that it will.

12.4 Revision to Board Policy No. 5125: Student Records (Raoul Bozio)

Conference/First Reading

Due to a revision last year to Education Code 49073.1, specific requirements have been added to the storage of student records in the Cloud by third party contractors. Contracts must contain certain assurances regarding the confidentiality of records and that they will be maintained as well as setting out the procedures for providing notifications in the circumstances of a breach of student confidentiality. The section also requires that the contract prohibit explicitly the use of any of those student records or information to engage in any targeted advertising by that company or any associated company. The goal is to maintain the confidentiality of student records as school districts move toward utilizing on-line data hosting services.

Public Comment:

None.

Board Member Comments:

President Woo thanked Mr. Bozio and noted that these three Board policy Items were reviewed by the Board

Policy Committee. This Item will also return at the next Board meeting.

12.5 Approve Revision to Board Policy No. 5127: Graduation Ceremonies (Lisa Allen and Raoul Bozio) **Action**

Mr. Bozio stated that it was necessary to bring this before the Board due to the fact that the California Department of Education (CDE) will not be offering the California High School Exit Exam (CAHSEE) as it usually does during the summer for Twelfth grade students that have not yet passed the exam or a portion of it. The Superintendent does possess the discretion to allow for students who will complete graduation requirements to participate in graduation ceremonies. Due to the fact that the status of the CAHSEE is uncertain right now, fairness dictates that our Twelfth grade students who would otherwise have an opportunity to pass the CAHSEE this summer be allowed to participate in graduation ceremonies pending that official determination of CAHSEE status by the CDE.

*Public Comment:
None.*

Board Member Comments:

President Woo noted that this was brought forward pretty quickly because of the comments brought to the Board during public comment last week. He is proud to say that the Board, Superintendent, and Mr. Bozio were able to respond to it quickly. President Woo moved to adopt the revision to Board Policy No. 5127. Member Rodriguez seconded, and the motion was approved unanimously.

Superintendent Banda thanked Mr. Bozio and staff for the work they put into policy revision. The work Mr. Bozio is doing is keeping us very current with the latest policies and makes sure we circle back and revise our old policies to keep them updated. The policies are what drive the work that we do.

13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS **Receive Information**

13.1 Business and Financial Information:

- *Enrollment and Attendance Report for Month 8 Ending April 17, 2015*

The Enrollment and Attendance Report for Month 8 was received.

14.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *June 18, 2015 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *June 27, 2015 9:00 a.m. Board Retreat; Shriners Hospital, 2425 Stockton Boulevard, 2nd Floor; Special Board Meeting*

15.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by Student Member Asami Saito to adjourn the meeting in memory of Jadianna Larsen. The motion was seconded by Member Arroyo. The motion was passed unanimously, and the meeting was adjourned at 11:15 p.m.

José L. Banda, Superintendent and Board Secretary



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1

Meeting Date: July 16, 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. Executive Summary
2. 2015-16 Consolidated Application (ConApp) Spring Report

Estimated Time of Presentation: 15 minutes

Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer, and
Lisa Hayes, Director, State & Federal Programs

Approved by: José L Banda, Superintendent

Board of Education Executive Summary
2015-16 Consolidated Application (ConApp) Spring Report
July 16, 2015



I. Overview of the Consolidated Application (ConApp)

Districts within the state of California are required to submit a Consolidated Application (ConApp) for specified federally funded programs (Title I, Title II and Title III). Allocation of these entitlement dollars are determined by formulas outlined in the respective programs. The ConApp serves two related purposes: a) to request funding and b) describe expenditure of allocated funds. Part one, which is called the Spring Report, requires each district to submit an application that documents participation in these programs, and offers assurances that the district will comply with the federal requirements of each program. Additionally, this report contains the number of students participating in Program Improvement (PI) School Choice and Supplemental Educational Services (SES) at each school with PI status. Specific information about the improvement activities at each PI school is also included. Part two, the Winter Report, a more comprehensive financial report, reflects the utilization and expenditure of the requested federal dollars. Both reports include the allocation of federal entitlement funds and services to private (nonprofit) schools. The District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) have reviewed the Spring Report and provided input pertaining to applicable sections.

II. Driving Governance

The ConApp is a required process utilized by the California Department of Education (CDE) to allocate and monitor the use of federal entitlement funds and adherence to the federal mandates as required under the Elementary and Secondary Education Act (ESEA), known as No Child Left Behind (NCLB). These funds are used to support the goals outlined the district’s strategic plan and LEA Plan.

III. Budget

The ConApp Spring Report contains requests for Title I, Title II, and Title III funding for the 2015-2016 school year. These funds will be used for expanded learning, Program Improvement (PI) activities, English language development (ELD), professional learning, and parent engagement. The table below reflects the district’s projected amount for each entitlement program.

Federal Entitlement Program	Projected 2015-16 Allocation
<ul style="list-style-type: none"> • Title I Part A • Title I Part D 	\$19,106,134 \$ 31,492
<ul style="list-style-type: none"> • Title II 	\$ 3,509,153
<ul style="list-style-type: none"> • Title III 	\$ 850,000
Total	\$23,496,779



IV. Goals, Objectives and Measures

The goals and objectives of Title I, Title II, and Title III funds utilized by SCUSD are clearly delineated in the federal program mandates. The Title I funds are intended to provide learning opportunities for low-income students who are not performing at the desired level of proficiency. The Title II funds are earmarked to support the capacity building of teachers so they are equipped to provide high-quality instruction in the classroom. The Title III funds are intended to support English learners in their acquisition of the English language and access and success in the core content areas. These federal entitlement dollars will continue to support activities, such as expanded learning, Program Improvement (PI), ELD, professional learning, and parent engagement, which are all critical in the preparation of college/career-ready students.

V. Major Initiatives

The federal entitlement programs are used to support the LEA Plan goals in alignment with the district's strategic plan. These supplemental funds primarily support Program Improvement (PI), expanded learning, English learners, professional learning, and parent engagement. Below is a description of the key actions for each entitlement program implemented in 2014-15.

- Title I Supported Initiatives
 - Program Improvement (PI): Supplemental Educational Support (SES), PI School Choice, and Priority Schools
 - School-Site Student Support: Academic Interventions
 - Professional Learning: Job-Embedded Coaching and Support
 - Parent Engagement: Parent Education and Parent Resource Centers
 - Accelerated and Success Academies: Expanded Learning and SEL Support
 - Homeless Support: Transportation, Supplies, and Tutoring
 - Foster Youth: Tutoring and Counseling

- Title II Supported Initiatives
 - Professional Learning: Teacher Capacity Building and Collaboration
 - Private (non-profit) Schools: Teacher and Principal Professional Learning

- Title III Supported Initiatives
 - ELD Professional Learning: Teacher Capacity Building and Job-Embedded Coaching and Support
 - Expanded Learning: Summer School
 - School Resources: Language Immersion Programs and Bilingual Instructional Aides



VI. Results

Below is a sample of the results reflecting the impact of the key actions for each entitlement program.

- Title I Supported Initiatives
 - Program Improvement (PI)
 - Two thousand, one hundred twenty (2,120) students received the Supplemental Educational Support (SES) in the areas of ELA and mathematics from approximately seventy (70) vendors
 - One hundred eleven (111) students took advantage of choice (new and ongoing) and received transportation
 - School-Site Student Support
 - Sixty-one (61) school sites provided target interventions to students
 - Professional Learning
 - Fifteen (15) ELA and mathematics training specialists provided customized professional learning in the area of Common Core plus job-embedded coaching support to teachers
 - Parent Engagement
 - Customized support was rendered to Parent Resource Centers at fifty-four (54) schools
 - Eleven (11) schools participated in the Home Visit Project and completed three thousand, five hundred (3,500) visits and some facilitated academic parent-teacher conferences
 - Accelerated and Success Academies
 - Three hundred (300) credit-deficient students are participating in summer school at Accelerated Academy
 - Success Academy provided social, emotional, behavioral, and academic support via a community day school setting to an average of twenty-eight (28) students
 - Homeless Support
 - Over two thousand (2,000) students served through enrollment/attendance support, transportation, and student supplies
 - Foster Youth
 - Three hundred twenty-eight (328) students were provided tutoring, counseling, SEL, enrollment/placement services, and college and career awareness support
- Title II Supported Initiatives
 - Professional Learning
 - Each teacher was allocated eighteen (18) hours of Common Planning Time as a means of collaboration with their peers and building their capacity
 - Teachers and/or principals from the nine (9) private (non-profit) schools engaged



in the following activities: Common Core professional learning , home visits, and content specific workshops

- Title III Supported Initiatives
 - ELD Professional Learning
 - Six (6) ELD training specialists built teachers’ capacity by providing on-site, customized professional learning in the areas of ELD and Common Core as well as job-embedded coaching and support
 - Two cadres of thirty-eight (38) teachers from sixteen (16) participated in the ELD Trailblazer professional learning with a focus on ELA/ELD framework and academic conversations
 - Expanded Learning
 - Six (6) elementary schools are serving as host sites for the English Learner Literacy Academy Summer School designed to enhance students’ command of the English language while deepening their content knowledge
 - School Resources
 - Bilingual instructional aides provided primary language support at the five (5) dual immersion schools

VII. Lessons Learned/Next Steps

Next steps in the district’s implementation of the federal entitlement programs include, but are not limited to the following:

- Target and focus funds on supplemental actions aligned with the initiatives in the strategic plan, LEA Plan, and LCAP
- Delineate specific actions using federal funding, if applicable, in each school’s Single Plan for Student Achievement
- Enhance support provided to English learners
- Refine the district’s implementation practices around SES and school choice program
- Continue to work closely with school sites and provide support as they engage in continuous improvement
- Build upon the targeted professional learning and coaching support provided to teachers and support staff
- Continue proactive outreach to parents to provide information and empowerment strategies to advocate on behalf of their children
- Maintain support being rendered to students who are homeless and foster youth
- Continue to provide oversight of private (nonprofit) schools



Consolidated Application 2015-16 Spring Report

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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
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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

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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%

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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

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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:

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)

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

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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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

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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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. 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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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. 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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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

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

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

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

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

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

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

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

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

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

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

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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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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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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 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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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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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	

*****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

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

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 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

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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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 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

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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

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 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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 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 FTE 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

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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

Parents will be presented with the major parts of the plan and asked to discuss and revise each section.

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

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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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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

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Oak Ridge Elementary	6034185	Y		Y		Daniel Rollert	Principal	Daniel-Roller@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

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 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)	

*****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

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)	

*****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

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:

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

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:

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

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.

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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
 Minndi 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:

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 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:

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 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.

*****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

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.

*****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

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.

*****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

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.

*****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

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.

*****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

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.

*****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

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.

*****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

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:

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

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	

*****Warning*****

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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	

*****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

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	

*****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

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*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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

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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

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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	

Warning

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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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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	
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 11.2

Meeting Date: July 16, 2015

Subject: Approve 2015-16 District Budget Update and Revision-State Budget Approval

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

Division: Business Services

Recommendation: Approve the 2015-16 district budget update and revision displaying the changes of the final state budget approval.

Background/Rationale: Education Code Section 42127(i)(4) requires districts to revise their budget “not later than 45 days” after the Governor signs the Annual Budget Act. The 2015-16 Budget Act was signed by the Governor on June 24, 2015. As such, SCUSD has until Saturday, August 8th, 2015, to submit a revised budget to the Sacramento County Office of Education. This Budget Revision reflects the impact of the Budget Act upon the district’s budget.

Financial Considerations: The proposed revisions to the adopted budget for the general fund reflect the adjustments needed to bring the District’s budget into alignment with the changes based on the Budget Act signed by the Governor on June 24, 2015, and all other expenditure and revenue data available to the District at this time.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Budget Revisions
3. California Department of Finance regarding the 2015-16 Budget Act for K-12

Estimated Time: 15 minutes

Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Michael Smith, Director Fiscal Services

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Business Services

Approve 2015-2016 District Budget Update and Revision – State Budget Approval
July 16, 2015



I. Overview/History:

On June 24, 2015, Governor Jerry Brown signed the main state budget bill following the Legislature's passage of the budget on June 15, 2015. These bills collectively enacted how California funds education. We have presented to the Board and posted to our website, on June 4th and June 18th, the District budget with information known as of the May Revise and guidance from Sacramento County Office of Education. The information presented is the impact on our District of Senate Bill (SB) 97, Budget Act of 2015. In addition, attached to this Executive Summary is a summary of California Department of Finance 2015–16 Budget Act for K thru 12 Education. The Senate Bill (SB) 97 includes such things as:

- **Educator Support**

The Governor Brown total budget did not change, but in order to support (SB) 77, Educator Support, he reduced the budget in certain areas and created more flexibility in others.

The purpose of (SB) 77 is to promote educator quality and effectiveness, including but not limited to, training on mentoring and coaching certificated staff and to support effective teaching and learning. The estimated additional one-time funding has an ending date of June 30, 2018. The estimated funding of \$2,732,184 is based on \$1,400 per certificated staff in the 2014-15 year.

- **Decreased Local Control Funding Formula (LCFF) Funding**

Spending below the Governor's May Revision proposal, the 2015-16 State Budget provides a reduction of \$1,046,008 million towards implementation of the LCFF for our District. The LCFF gap funding closure is now estimated to be at 51.52% instead of 53.08% at May Revise.

- **Decreased One-Time Discretionary Funds**

Spending below the Governor's May Revision proposal, the 2015-16 State Budget provides a reduction of \$2,097,850 in One-Time Discretionary Funds for our District. The 2015-16 State Budget funds the one-time discretionary based on 2014-15 ADA at the rate of \$530 instead of \$601 as proposed in the May Revise.

Board of Education Executive Summary

Business Services

Approve 2015-2016 District Budget Update and Revision – State Budget Approval
July 16, 2015



In summary, our District lost \$411,674 due to shifting funds in order to support the Educator Support Initiative. The breakdown is:

Add Educator Support	\$2,732,184
Reduced LCFF	\$(1,046,008)
Reduced One-Time Discretionary Funds	<u>\$(2,097,850)</u>
Total Net Lost	<u><u>\$(411,674)</u></u>

However, our District already allocated \$450,000 funds for Beginning Teacher Support and Assessment (BTSA). Since the state funding for the Educator Support program is very similar to BTSA, these funds became available to cover the net lost due to the final state budget. The District does not have to make any other reductions that were included in the adopted budget at June 18th to cover the loss of \$411,674. In addition, the shifting from unrestricted to restricted (Educator Support) funds in the final State Budget created a hole of \$3,143,858 (\$1,046,008 LCFF and \$2,097,850 one-time discretionary funds) because the District has already allocated those funds. In order to balance, the District took advantage of the flexibility created for the routine maintenance as explained below.

- **Routine Restricted Maintenance Contribution**

The 2015-16 adopted budget from June 18th Board meeting included an estimated 3% required contribution or an increase of \$4,981,950 compared to the 2014-15 budget. The governor's final state budget allows flexibility to phase-in the contribution (no less than 2 percent by 2017-18 and 3 percent by 2020-21) to routine maintenance account. This revision includes an increase of \$ 1 million instead of \$4.98 million at the June 18th Board meeting. The Routine Restricted Maintenance Account is \$10,292,258 for 2015-16.

- **Emergency Repair Funds**

During the June 4 and June 18 Board meetings, staff mentioned that the state will continue funding the one time Emergency Repair Funds as the governor objective is to pay the "the wall of debt" and that it will be added to the district budget once we know the estimated funding. Due the passage of the state budget, staff estimates that the 2015-16 State Budget contains provisions to fund \$36,312,714 in one-time emergency repair funds. This will retire the remaining obligations under the Williams settlement. These funds are restricted and can be used only for projects approved by state several years ago.

Board of Education Executive Summary

Business Services

Approve 2015-2016 District Budget Update and Revision – State Budget Approval
July 16, 2015



- **Additional Expenditures included in the Budget**

In addition to the \$2,732,184 Educator Support, administration is including \$650,000 for five additional counselors to meet the contract agreement with SCTA and additional \$300,000 for school climate/restorative practices. Since the state is funding the Educator Support, administration is reducing the \$450,000 Beginning Teacher Support and Assessment (BTSA) included in the Adopted Budget.

- **Charter Fund**

The changes in General Fund also apply to Charter Schools and after reviewing the adopted budget, we estimated that the dependent charter schools will have additional \$1,261,501 funds available. Since, this requires a discussion with each charter school administrator; staff is setting these funds in the fund balance for allocating in the future with input from charter schools.

II. Driving Governance:

Education Code Section 42127(i)(4) states that “Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act.”

Board of Education Executive Summary

Business Services

Approve 2015-2016 District Budget Update and Revision – State Budget Approval
July 16, 2015



III. Budget:

At the time of the Adopted Budget, staff included additional Revenue based on the Governor's May Revise. The final state budget changed the General fund as described in Section I. On this Budget revision, staff is adding additional expenditures for Counselors, School Climate/Restorative Practices and reducing Beginning Teacher Support and Assessment (BTSA) and the effect in the General Fund of the new requirements of Educator Support. The general budget and proposed revisions are provided below:

Change in Revenue FY 2015-16	
Decrease LCFF Revenue	\$ (1,046,008)
Decrease One Time Discretionary Funding	\$ (2,097,850)
Reduction Unrestricted Revenue	\$ (3,143,858)
Estimated One Time Educator Support	\$ 2,732,184
Net (Loss) Due to Final State Budget	\$ (411,674)
One Time Emergency Repair Funds	\$ 36,312,714
Total Increased Revenue	\$ 35,901,040

Board of Education Executive Summary

Business Services

Approve 2015-2016 District Budget Update and Revision – State Budget Approval
July 16, 2015



Change in Expenditures FY 2015-16	
Adjust Increase to Ongoing Maintenance	\$ (3,826,950)
Reduction Beginning Teacher Support and Assessment (BTSA)	\$ (450,000)
Additional 5 Counselors Based on Agreement with SCTA	\$ 650,000
Increase School Climate/Restorative Practices	\$ 300,000
Net Reduction Expenditures	\$ (3,326,950)
Educator Support	\$ 2,732,184
Approved Projects for Emergency Repair	\$ 36,312,714
Total Increased Expenses	\$ 35,717,948
Total Net Change in General Fund Balance	\$ 183,092

Board of Education Executive Summary

Business Services

Approve 2015-2016 District Budget Update and Revision – State Budget Approval
July 16, 2015



IV. Goals, Objectives and Measures:

Continue to provide information to the Board and the public in a timely manner, including the required 2016-17 budget calendar and reporting periods such as First, Second Interim reports. Continue improving budget development process to comply with Local Control Accountability Plan (LCAP) and continue with the monthly budget committees.

V. Major Initiatives:

- Reworking the District chart of accounts to track supplemental and concentration expenditures
- Fiscal stability for 2015-16 and outlying years
- Utilizing funds prudently and effectively
- New financial software

VI. Results:

Continued review and updates given to the Board, meet with staff and community regularly through LCAP process to obtain the information needed to make knowledgeable fiscal decisions.

VII. Lessons Learned/Next Steps:

- Continue to monitor the fiscal health of the district and the state
- Work closely with the Sacramento County Office of Education and provide necessary information
- Provide a budget calendar for the 2016-17 fiscal year

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BUDGET REVISIONS
GENERAL FUND (Changes Due to Final State Budget)**

	Adopted Budget 07/01/15 2015-16	45 Day Revised 07/16/15 2015-16	VARIANCE 07/16/15	
REVENUES				
LCFF SOURCES	\$342,665,973	\$341,619,965	(\$1,046,008)	Decrease of \$1 Million due to LCFF at 51.52 % vs. 53.08% as adopted
FEDERAL REVENUE	\$46,049,160	\$46,049,160		
OTHER STATE REVENUE	\$72,623,286	\$109,570,334	\$36,947,048	Decrease of \$2 Million One Time funds due to final state budget funded at \$530 per ADA instead of \$601; increase of \$2.7 Million Educator Support funds and \$36.3 Million of one time emergency repair funds - restricted funds
LOCAL REVENUE	\$4,971,283	\$4,971,283		
TOTAL REVENUES	\$466,309,702	\$502,210,742	\$35,901,040	
EXPENDITURES				
CERTIFICATED SALARIES	\$180,256,996	\$182,899,996	\$2,643,000	Assume increase of 5 counselors based on agreement with SCTA; Educator support; additional \$300,000 for School Climate/Restorative Practices
CLASSIFIED SALARIES	\$56,364,488	\$56,364,488		
EMPLOYEE BENEFITS	\$136,353,240	\$136,942,424	\$589,184	Benefits for 5 counselors & certificated staff
BOOKS AND SUPPLIES	\$20,753,430	\$20,506,891	(\$246,539)	Adjust increase to Ongoing Maintenance due to change in required contribution
SERVICES/OTHER OPERATING EXP	\$57,885,645	\$57,661,034	(\$224,611)	Adjust Ongoing Maintenance
CAPITAL OUTLAY	\$15,168,979	\$48,125,893	\$32,956,914	Increase for Emergency Repair and adjust Ongoing Maintenance
OTHER OUTGO	\$3,545,018	\$3,545,018		
INDIRECT SUPPORT	(\$1,527,141)	(\$1,527,141)		
TOTAL EXPENDITURES	\$468,800,655	\$504,518,603	\$35,717,948	
OTHER FINANCING SOURCES/USES				
INTERFUND TRANSFERS IN	\$1,386,880	\$1,386,880		
INTERFUND TRANSFERS OUT	(\$1,730,000)	(\$1,730,000)		
OTHER SOURCES	\$61,938,036	\$58,111,086	\$3,826,950	Reduction of Contribution to Ongoing Maintenance; increase by \$1 Million instead of \$4.98 Million
OTHER USES	(\$61,938,036)	(\$58,111,086)	(\$3,826,950)	
TOTAL OTHER FINANCING SOURCES/USES	(\$343,120)	(\$343,120)	\$0	
NET INCREASE (DECREASE) IN FUND BALANCE	(\$2,834,073)	(\$2,650,981)	\$183,092	
Beginning Fund Balance, July 1	\$30,288,206	\$30,288,206		
Audit Adjustments	\$0	\$0		
Ending Fund Balance, June 30	\$27,454,133	\$27,637,225	\$183,092	
Nonspendable - Revolving and Stores	\$545,000	\$545,000		
Unassigned- Reserve for Economic Uncert.	\$18,763,133	\$18,763,133		
Restricted	\$0	\$0		
Assigned	\$8,146,000	\$8,329,092	\$183,092	
Unappropriated Fund Balance	\$0	\$0	\$0	



CALIFORNIA

2015-16

State Budget

Edmund G. Brown Jr. Governor, State of California

INTRODUCTION

The 2015 Budget Act pays down debt and saves for a rainy day as it implements the first year of Proposition 2. In addition, it increases spending on education, health care, In-Home Supportive Services, workforce development, drought assistance and the judiciary. It establishes the state's first Earned Income Tax Credit to help the state's poorest working families and an amnesty program that will help many Californians pay past due court-ordered debt and regain their drivers' licenses.

Despite stronger revenues compared to a year ago, the budget remains precariously balanced. The state also continues to have hundreds of billions of dollars in liabilities for deferred maintenance on its aging infrastructure and for retiree health care benefits for state employees and various pension benefits. In response, the Budget includes \$125 million to address the most critical deferred maintenance and establishes a trust fund for the prefunding of retiree health benefits.

The Governor has called special sessions to continue work on two key fiscal issues—how to fund (1) improved maintenance of roads, highways and other infrastructure, and (2) the state's health care delivery system. In addition, an expenditure plan for Cap and Trade revenues to reduce greenhouse gas emissions that contribute to climate change will also be completed later in the legislative session.

K THRU 12 EDUCATION

California provides instruction and support services to roughly six million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, more than 1,000 local school districts, and more than 1,000 charter schools provide students with instruction in English, mathematics, history, science, and other core competencies to provide them with the skills they will need upon graduation for either entry into the workforce or higher education.

The Budget includes total funding of \$83.2 billion (\$49.7 billion General Fund and \$33.5 billion other funds) for all K-12 education programs.

PROPOSITION 98

A voter-approved constitutional amendment, Proposition 98, guarantees minimum funding levels for K-12 schools and community colleges. The guarantee, which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and school attendance growth or decline. The recently adopted Local Control Funding Formula is the primary mechanism for distributing funding to support all students attending K-12 public schools in California.

The Budget includes Proposition 98 funding of \$68.4 billion for 2015-16, an increase of \$7.6 billion over the 2014-15 Budget Act level. When combined with increases of

\$6.1 billion in 2013-14 and 2014-15 as well as other one-time savings and adjustments in those years, the Budget provides a \$14.4 billion increased investment in K-14 education. Since 2011-12, Proposition 98 funding for K-12 education has grown by more than \$18.6 billion, representing an increase of more than \$3,000 per student.

The Proposition 98 maintenance factor—an indicator of the past reductions made to schools and community colleges—totaled nearly \$11 billion as recently as 2011-12. The Budget reduces this obligation to \$772 million.

K-12 BUDGET ADJUSTMENTS

Significant Adjustments:

- **Local Control Funding Formula**—An increase of \$6 billion Proposition 98 General Fund to continue the State’s landmark transition to the Local Control Funding Formula. This formula commits most new funding to districts serving English language learners, students from low-income families, and youth in foster care. This increase will close the remaining funding implementation gap by more than 51 percent.
- **Career Technical Education**—The Budget establishes the Career Technical Education (CTE) Incentive Grant Program and provides \$400 million, \$300 million, and \$200 million Proposition 98 General Fund in 2015-16, 2016-17, and 2017-18, respectively, for local education agencies to establish new or expand high-quality CTE programs. Of the funding provided for this competitive grant program, 4 percent (\$16 million in 2015-16) is available for applicants serving no more than 140 students, 8 percent (\$32 million in 2015-16) is available for those serving between 140 and 550 students, and 88 percent (\$352 million in 2015-16) is available for those serving more than 550 students. School districts, county offices of education, and charter schools receiving funding from the program will be required to provide local-to-state matching funds of 1:1 in 2015-16, 1.5:1 in 2016-17, and 2:1 in 2017-18. When determining grant recipients, the Department of Education and the State Board of Education will give priority to grant recipients that: (1) are establishing new programs; (2) serve a large number of English-learner, low-income, or foster youth students; (3) serve pupil groups with higher-than-average dropout rates; or (4) are located in areas of high unemployment.
- **Educator Support**—An increase of \$500 million one-time Proposition 98 General Fund for educator support. Of this amount, \$490 million is for activities

that promote educator quality and effectiveness, including beginning teacher and administrator support and mentoring, support for teachers who have been identified as needing improvement, and professional development that is aligned to the state academic content standards. These funds will be allocated to school districts, county offices of education, charter schools, and the state special schools in an equal amount per certificated staff and are available for expenditure over the next three years. Additionally, \$10 million is provided for the K-12 High Speed Network to provide professional development and technical assistance to local educational agencies related to network management.

- **Special Education**—The California Statewide Special Education Task Force was formed in 2013 to examine the state of special education in California, analyze and consider best practices within the state and nation, and ultimately propose recommendations for improving the system. The Budget includes \$60.1 million Proposition 98 General Fund (\$50.1 million ongoing and \$10 million one-time) to implement selected program changes recommended by the task force, making targeted investments that improve service delivery and outcomes for all disabled students, with a particular emphasis on early education.
- **K-12 High Speed Internet Access**—An increase of \$50 million in one-time Proposition 98 funding to support additional investments in internet connectivity and infrastructure. This builds on \$26.7 million in one-time Proposition 98 funding that was provided in the 2014 Budget Act to assist local educational agencies with securing required internet connectivity and infrastructure to implement the new computer-adaptive tests administered under Common Core. This second installment of funding will further upgrade internet infrastructure to reflect the increasing role that technology plays in classroom operations to support teaching and learning.
- **K-12 Mandates**—An increase of \$3.2 billion in one-time Proposition 98 General Fund to reimburse K-12 local educational agencies for the costs of state-mandated programs. These funds will make a significant down payment on outstanding mandate debt, while providing school districts, county offices of education, and charter schools with discretionary resources to support critical investments such as Common Core implementation.
- **K-12 Deferrals**—The Budget provides \$897 million Proposition 98 General Fund to eliminate deferrals consistent with the revenue trigger included in the 2014 Budget. Inter-year K-12 deferrals had reached a high of \$9.5 billion in the 2011-12 fiscal year.

ADULT EDUCATION

The Budget includes \$500 million Proposition 98 General Fund for the Adult Education Block Grant program to provide funds for adult education administered by school districts, county offices of education, and community college districts.

This program will coordinate efforts of various entities—such as schools, community colleges, universities, local workforce investment boards, libraries, social services agencies, public safety agencies, and employers—to provide education and training more effectively.

School districts, county offices of education, and community college districts that receive other state and federal funds for adult education are expected to be members of an adult education consortium. The Chancellor of the Community Colleges and the Superintendent of Public Instruction also will submit a plan to distribute federal Workforce Innovation and Opportunity Act Title II and Perkins funds to the consortia in future years.

The Chancellor and the Superintendent will jointly approve apportionment of these funds. For 2015-16, the Chancellor and the Superintendent will apportion funds first to school districts and county offices of education to match the amounts they have been required to spend on adult education in each of the last two years. Beginning in 2016-17, all funds will be appropriated directly to consortia, with considerations for current allocations, need in the region, and effectiveness of providers.

Each consortium will develop a comprehensive plan for adult education in its region at least once every three years, with annual updates. Each consortium will be required to create rules and procedures regarding how it will make decisions, consider feedback on proposed decisions from interested stakeholders, and make decisions publicly.

The consortia will decide how to distribute these funds to school districts, county offices of education, and community college districts in their regions. The Budget provides stability to these schools and colleges, requiring that existing funding be maintained unless a consortium finds that a school or college cannot provide services that address the needs of the region or has been consistently ineffective in doing so.

The Chancellor and the Superintendent will report annually on the use of these funds and the effectiveness of adult education programs in each consortium. The Budget also includes \$25 million one-time Proposition 98 General Fund to help consortia establish the systems necessary to evaluate the effectiveness of their programs.

CHILD CARE AND STATE PRESCHOOL

Subsidized Child Care includes a variety of programs designed to support low-income families so they may remain gainfully employed. These programs are primarily administered by the Department of Education. Additionally, the State Preschool program is designed as an educational program to help children develop the skills needed for success in school. The Department of Education and the Department of Social Services jointly administer the three-stage CalWORKs child care system to meet the child care needs of recipients of aid while they participate in work activities and as they transition from cash aid. Families can access services through centers that contract directly with the Department of Education, or by receiving vouchers from county welfare departments or alternative payment program providers.

Significant Adjustments:

- Full-Day State Preschool—An increase of \$34.3 million (\$30.9 million Proposition 98, \$3.5 million General Fund) to provide access to full-day State Preschool for an additional 7,030 children from low-income working families. In addition, \$145 million will shift from General Child Care to State Preschool to allow full-day State Preschool providers that are local educational agencies to access a single funding stream (Proposition 98) in their full-day State Preschool contracts. Under the existing program, local educational agencies receive funding for full-day State Preschool from a combination of Proposition 98, General Fund, and the federal Child Care and Development Fund.
- Alternative Payment Program Vouchers—An increase of \$52.6 million General Fund to provide child care vouchers for an additional 6,800 children from low-income working families.
- Standard Reimbursement Rate—An increase of \$61 million (\$38.3 million Proposition 98, \$22.7 million General Fund) to provide a 5-percent increase to the reimbursement rate for State Preschool and other direct-contracted child care and development providers.
- Regional Market Reimbursement Rate—An increase of \$62.1 million General Fund to increase the maximum reimbursement ceiling for voucher-based child care providers by 4.5 percent and increase the rate for license-exempt providers from 60 to 65 percent of the licensed family child care home rate.

K THRU 12 EDUCATION

- Infant/Toddler Child Care Quality—A one-time grant of \$24.2 million General Fund to Quality Rating and Improvement System consortia to provide training, technical assistance, and resources to help infant and toddler child care providers meet a higher level of quality.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.3

Meeting Date: July 16, 2015

Subject: Bond Oversight Committee Annual Report

- 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: Board to receive the annual Bond Oversight Committee's report.

Background/Rationale: The Bond Oversight Committee (BOC) is comprised of community members who are committed to improving the school facilities in which our children learn, and overseeing the District's fiscal oversight duty to the voters. Committee members serve two-year staggered terms. The BOC oversees the District's expenditure of bond proceeds by reviewing expenditure reports produced by the District to ensure bond proceeds are expended only for the purpose set forth in the ballot measure and that no bond proceeds are used for any teacher or administrative salaries or other operating expenses. The committee works with an independent auditor, conducts research and conducts site visits to guarantee these duties are fulfilled. The committee meets at least four times a year in its role as an advisory board to the Board of Education. One of the requirements of the BOC is to present an annual report to the Board of Education.

Financial Considerations: N/A

LCAP GOAL 2: Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 10 minutes</p> <p>Submitted by: Cathy Allen, Chief Operations Officer</p> <p>Approved by: José L. Banda, Superintendent</p>

I. OVERVIEW / HISTORY

Proposition 39 General obligation bonds require the appointment of a Bond Oversight Committee (BOC). The BOC oversees the expenditure of money for the construction, repair, and modernization of schools by the District. The BOC communicates its finding to the Board and the public in order to ensure that school bond funds are invested as the voters intended and that projects are completed wisely and efficiently.

To guarantee this, the Committee works with an independent auditor and conducts research, surveys and site visits at the district and school site level. The BOC typically meets four times a year in its role as an advisory board to the school district trustees. During the meetings, the committee will listen to reports from staff and consultants summarize the status of projects in progress. At some point during the year, a financial audit and a performance audit is presented for the Committee's review. Also once a year, the BOC makes a year-end report to the Board of Trustees.

The members of the SCUSD Bond Oversight Committee were approved by the Board of Education on March 21, 2013. Three new members were approved in 2015.

II. DRIVING GOVERNANCE

California Constitution (Article 13A)
Education Codes 15264 - 15288
Board Policy 7210

III. BUDGET

N/A

IV. GOALS, OBJECTIVES AND MEASURES

The Sacramento City Unified School District's Bond Oversight Committee is to inform the Board and the public regarding the expenditure of general obligation bond funds.

V. MAJOR INITIATIVES

N/A

VI. RESULTS

The Committee has prepared a report to the Board regarding expenditures from Measures Q and R funds for the 2014-2015 fiscal year.

VII. LESSONS LEARNED / NEXT STEPS

Board to receive report.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.4

Meeting Date: July 16, 2015

Subject: Monthly Facilities Update

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

Department: Facilities Support Services

Recommendation: N/A

Background/Rationale: At the request of the SCUSD Board of Education, Facilities Support Services will present a monthly project update. These monthly updates will provide the Board and the Community an opportunity to hear about the improvements being accomplished throughout the District.

Financial Considerations: General Obligation bonds, Deferred Maintenance, Community Facilities Districts, Emergency Repair Program and other state, local and/or federal dollars.

LCAP Goal 2: Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minute presentation

Submitted by: José L. Banda, Superintendent

Cathy Allen, Chief Operations Officer
Facilities Support Services

Approved by: José L. Banda

Board of Education Executive Summary

Facilities Support Services

Monthly Facilities Update

July 16, 2015



I. OVERVIEW / HISTORY

The Facilities Support Services Department continues its aggressive construction program utilizing funds from Measures Q and R, Emergency Repair Program (ERP) funding, Deferred Maintenance, Community Facilities Districts (CFD's) and, occasionally, other state, local and/or federal funding sources.

These monthly updates will provide the Board and the Community an opportunity to hear about the improvements being accomplished throughout the District.

II. DRIVING GOVERNANCE

- BP 7000 Facilities
- BP 7111 Evaluating Existing Facilities
- BP 7110 Facilities
- BP 3111 Business and Non-instructional Operations
- BP 7210 Facilities
- AR 7110 Facilities

III. BUDGET

General Obligation bonds, Deferred Maintenance, CFD's, ERP and other state, local and/or federal dollars.

IV. GOALS, OBJECTIVES, AND MEASURES

Honor the commitment to the District's taxpayers by identifying and completing work in a timely manner authorized by the voters in General Obligation bonds; continue implementation of the work identified in both the District's Sustainable Facilities Master Plan and the Five-Year Deferred Maintenance Plan; adhere to the regulations mandated by the State for projects approved under the Emergency Repair Program; to submit Energy Expenditures, defined by California Energy Commission guidelines, for the approval of projects funding through Proposition 39, the California Clean Energy Jobs Act; and to actively seek out and apply for any state funding available.

V. MAJOR INITIATIVES

Continue progress on projects identified in the Sustainable Facilities Master Plan.

Continue progress on projects identified in the District's Five-Year Deferred Maintenance Plan.

Board of Education Executive Summary

Facilities Support Services

Monthly Facilities Update

July 16, 2015



VI. RESULTS

The District is implementing a long-term plan to fund and implement approved projects.

VII. LESSONS LEARNED/NEXT STEPS

- Web-site outreach to site staff to be expanded to community.
- Update community and board as needed.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.5

Meeting Date: July 16, 2015

Subject: Approve Joint Venture and License Agreement Between Sacramento City Unified School District and La Familia Counseling Center, Inc. for Maple Elementary School

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

Department: Facilities Support Services

Recommendation: Approve Joint Venture and License Agreement Between Sacramento City Unified School District and La Familia Counseling Center, Inc.

Background/Rationale: Following the 7-11 committee's recommendation to not surplus any of the recently closed school sites and further direction given by the Board to seek out viable tenants to provide services to SCUSD students and community, negotiations have been ongoing with La Familia Counseling Center, Inc. for the use of the former Maple Elementary School site.

The Facilities Ad Hoc Committee has been involved in the development of an agreement that would allow for the use of the facility and provide a small revenue source from quarterly rental payments.

The license agreement contains a clause that allows the District the opportunity to relocate the tenant should the facility become needed for K-12 educational purposes.

Financial Considerations: The License Fee is \$1.88/square foot/year. The License Fee shall be negotiated each year. All utility costs beyond the base year of 2013-2014 will be the responsibility of the tenant.

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

Documents Attached:

1. Joint Venture and License Agreement

Estimated Time of Presentation: 5

Submitted by: Cathy Allen, Chief Operations Officer

Approved by: José L. Banda, Superintendent

DRAFT

JOINT VENTURE AND LICENSE AGREEMENT
BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND LA FAMILIA COUNSELING CENTER, INC.

THIS JOINT VENTURE AND LICENSE AGREEMENT ("Agreement" or "License") is made and entered into upon approval between the parties below ("Effective Date"), by and between the Sacramento City Unified School District ("District") and La Familia Counseling Center, Inc., a California nonprofit corporation ("La Familia") (collectively, the "Parties"). The operative date ("Operative Date") shall be the date of occupancy by La Familia which is estimated to be August 1, 2015 (the "Occupancy Date").

WHEREAS, the District owns property at 3301 37th Avenue in the City of Sacramento which was previously known as Maple Elementary School ("Maple"); and

WHEREAS, the District and La Familia desire to enter into a joint venture and license relationship for the use of the premises at Maple described below (the "Premises"); and

WHEREAS, the Agreement sets forth the terms and conditions for such use.

NOW, THEREFORE, the Parties agree to the following terms and conditions:

ARTICLE I

JOINT VENTURE AND LICENSE USE

1.1 **Joint Venture and License; Premises.** The Parties enter into a joint venture and license relationship for the use of the Premises. The District, as Licensor, hereby grants to La Familia, as Licensee, a license (the "License") for the mutual benefit of the community and children served by both the District and La Familia. Pursuant to the License, La Familia shall have the right to use, subject to the terms and conditions herein, the Premises at Maple as more particularly described in Attachment A incorporated herein by this reference. The Premises, for the purpose of the License, may be adjusted from year to year. The license year shall be the fiscal year from July 1 to June 30 (the "License Year"). For the first year, the License Year is estimated to commence on August 1 and shall end on June 30, 2016. The Premises as described in Attachment A shall be the Premises for the first License Year. Thereafter, from year to year, the Premises may be adjusted by the Parties. During the course of a License Year, the Premises may be increased on the providing of written notice as set forth in section 5.11 below. Any adjustments, as described in the Agreement, shall be negotiated at least 90 days before the end of the License Year (the "Negotiation Period").

1.2 **License Fee.** The initial License Fee shall be \$1.88 per square foot per year for the Premises. After the first License Year, any adjustments to the License Fee may not be increased more than 10% above the prior year's License Fee based upon the costs incurred by the District relating to the Premises and other considerations identified by the District. Any decreases to the initial License Fee may be proposed by La Familia based on such considerations as its enhancements or improvements to the Premises, its repairs to the Premises, and the benefits to the District and the community it serves, including student populations. Nothing herein shall

commit the District to accepting such proposals by La Familia. The License Fee shall be negotiated each year, after the first License Year during the Negotiation Period. The License Fee shall be paid by the tenth of each month or be subject to a late payment fee of \$50 for each week of delinquency plus a 5% interest charge on the principal of the License Fee. For the first License Year, and assuming occupancy on or about August 1, La Familia may pay quarterly payments by October 15, January 15, April 15, and July 15 for the year ending June 30, 2016. For subsequent License Years, monthly payment shall be made. Any quarterly payment shall be subject to the same late payment and interest calculation set forth above. Acceptance of payment of a delinquent License Fee, and late payment fee plus interest, shall not waive other remedies of the District to terminate or revoke the License granted herein.

1.3 **License Deposit.** To assure that La Familia performs its obligations under the License, and as a source for the payment of any delinquent License Fee due, Licensee agrees to deposit with the District an amount of \$5,000 (the "License Deposit"). The License Deposit shall be made with the District in a fund which will bear interest at the same rate as District funds pursuant to deposit requirements imposed on public school districts. Any unused License Deposit plus interest earned shall be remitted to La Familia.

1.4 **Sublicense.** Subject to approval by the District of any sublicense agreement, La Familia, as the holder of the master license, may sublicense occupancy to other organizations within the Premises that provide services compatible with the goals and policies of the District. The sublicense fee may be collected by either La Familia, or assigned by La Familia to the District if consented to in writing by the District. Any such assignment shall serve as a credit against the License Fee unless La Familia is in breach of the Agreement. Any fees, charges, or costs collected by the sublicensee which are over and above defraying program and related development costs and are conducted at the Premises resulting in a surplus, may be subject to collection by the District. La Familia shall be responsible to insure that the terms and conditions of any sublease agreement are complied with. La Familia shall terminate any sublicensee that is in breach of its material obligations of the sublicense. Failure to enforce the obligations of the sublease agreement may be grounds for revocation of La Familia's License. The sublicense agreement shall not exceed the Term as described in Article II.

1.5 **Repairs and Alterations.** La Familia accepts occupancy of the Premises in "as is" condition, except that the District shall ensure that mechanical systems such as HVAC and plumbing are in working condition prior to the Occupancy Date. Any repairs or improvements (collectively, "La Familia Improvements") shall be submitted to the District for review and approval. The District reserves the right to require, depending on the nature and scope of La Familia's Improvements, lien releases, bonding requirements, insurance during construction, and compliance with other legal obligations associated with such improvements on school property. In consideration of the payment of the License Fee, the District shall conduct necessary maintenance of the Premises ("District Maintenance") such as repairing leaks, plumbing, HVAC, other routine maintenance such as repairing windows, minimal landscaping and general maintenance, at the discretion of the District, associated with preserving the structures and other improvements at the Premises. The District shall have the right to recover any costs caused by any licensee committing waste or causing destruction or dilapidation, normal wear and tear excepted.

1.6 **Premises Inspection.** During normal business hours, the District may enter and

inspect the Premises for compliance under the License and for compliance by any sublicensee. Such entry shall not unreasonably interfere with the activities being conducted at the Premises. All licensees shall conduct their activities without causing waste, vandalism, or a nuisance at the Premises. La Familia waives any claim for damages for injury, inconvenience or interference with La Familia's activities, or any loss of occupancy or quiet enjoyment, caused by such entry, except to the extent caused by the gross negligence, recklessness or willful misconduct of District or any person under its explicit direction or control. District shall have keys, or key cards, to unlock all doors on the Premises and the right to enter by any means necessary for entry. Any entry to the Premises obtained by District by any means shall not under any circumstances be construed or deemed to be a forcible or unlawful entry into the Premises, or a constructive or actual ejectment of La Familia from the Premises or any portion thereof.

ARTICLE II

TERM OF LICENSE

2.1 **Term.** The term ("Term") of the License and Agreement shall commence on the Effective Date and shall terminate, unless terminated earlier below, on June 30, 2022 ("Termination Date"). Upon mutual consent, in writing between the Parties, the Term may be extended. Notwithstanding the Termination Date, the License and Agreement may be terminated earlier ("Early Termination Date") as follows:

2.2 **Early Termination for Convenience.** The Agreement may be terminated by either Party for convenience. Notice of such termination shall be given at least ninety (90) days before the end of a License Year and shall be effective at the end of the following License Year.

2.3 **Early Termination for Relocation of Premises.** District may, depending on future use of the Premises, relocate La Familia to another site owned by the District and shall offer available locations for La Familia to consider. If La Familia accepts an available location, District shall pay all moving costs and make any necessary alterations at the relocated site suitable for the uses and operations conducted at the Premises. District shall provide a written notice to La Familia of a minimum of 180 days with relocation to be accomplished within 90 days after the 180 day notice period. If La Familia declines an available location within the 180 day notice period, La Familia's occupation of the Premises shall be automatically terminated 90 days after the 180 day notice period. In addition to the foregoing costs, whether or not La Familia consents to the relocation, La Familia may submit costs it believes it is entitled to, including any added value to the District for improvements at the Premises, any costs invested in the Premises prorated or amortized for the period of the Term remaining and not available for use by La Familia, and other related costs. If a mutually agreeable amount is not negotiated, either Party may submit the matter to alternative dispute resolution set forth in section 5.12.

2.4 **Early Termination for Cause.** The Agreement may also be terminated by either Party at any time for cause. "Cause" shall consist of a breach of any non-technical provision of the Agreement, and the failure of the breaching party to cure the breach within sixty (60) days of being notified of the breach, or such other date as the Parties may agree or a reasonable time to cure the breach not to exceed one hundred and twenty (120) days. If District terminates the Agreement for cause, it may bring an action to recover any damages from La Familia including any unpaid License Fee and to revoke the License.

2.5 **Vacation of Premises.** On or before the Termination Date or Early Termination Date, La Familia shall return the Premises and the affected portions of the Premises to District in a clean condition, ordinary wear and tear excepted. La Familia shall be responsible for the cost of any damage caused to the Premises and/or the affected portions of the Premises resulting from La Familia's surrender of the Premises. On or before the Termination Date or Early Termination Date, La Familia and La Familia's agents, officers, employees, volunteers and independent contractors shall immediately vacate the Premises. La Familia shall have the right to remove furnishings and equipment. Any fixtures may be removed as long as damage is not caused to buildings or other structures.

ARTICLE III

ASSESSMENTS, TAXES, FEES, CHARGES, AND UTILITIES

La Familia shall pay or cause to be paid, and hold District and the property of District, including the Premises, free and harmless from all assessments, taxes, fees, and charges, including but not limited to, charges for the furnishing of telephone services and other public utilities, including internet access and use. District shall not be liable in damages or otherwise for any interruption in the supply of any utility services to the Premises nor shall any such interruption constitute any ground for an abatement of La Familia's obligations under the Agreement, unless such is the result of the gross negligence or willful misconduct of District. The use of tax exempt property, such as the Premises, may subject persons or entities occupying the Premises to a "possessory interest tax." To the extent La Familia is subject to a possessory interest tax for its use, the tax shall be paid by La Familia.

ARTICLE IV

INSURANCE AND SAFETY

4.1 **Insurance Requirements.** La Familia shall maintain insurance in the minimum amounts as required by the District. For the first License Year, there shall be a minimum of \$1,000,000 per occurrence for both Premises liability and personal liability. In subsequent License Years, the insurance requirements may be adjusted depending on the scope of uses by La Familia and scope of uses by sublicensees. La Familia shall submit evidence of such insurance and shall name the District as an additional insured prior to occupancy. As an additional insured, La Familia's policy requirements shall: (i) name District as an additional insured and be provided on an occurrence basis; (ii) state that such policy is primary, excess, and non-contributing with any other insurance carried by District; (iii) state that the naming of an additional insured shall not negate any right the additional insured would have had as claimant under the policy if not so named; and (iv) state that not less than 30 days written notice shall be given to District before the cancellation or reduction of coverage or amount of such policy.

A certificate issued by the carrier, or carriers, of the policies described herein shall be delivered to District prior to La Familia's, its employees, volunteers and/or its independent contractors first entry onto the Premises. Each such certificate shall set forth the limits, coverage, and other provisions required under this section. A renewal certificate for each of the policies described above shall be delivered to District not less than thirty (30) days before the expiration of the term of such policy. Coverage shall be subject to District's approval and shall carry a rating of A:X or

higher and the insurance carrier shall be admitted in California to provide insurance coverage and issue policies.

The policy requirements may be made part of a blanket policy of insurance so long as such blanket policy contains all of the provisions required herein and does not reduce the coverage, impair District's rights under the Agreement, or negate, or decrease, La Familia's obligations under the Agreement.

4.2 **Safety.** La Familia shall be solely and completely responsible for conditions of the Premises, including safety of all persons and property. The foregoing shall include but not be limited to ensuring that the installation of any improvements to the Premises are adequately secured by La Familia to avoid the creation of an attractive nuisance or other hazardous condition. La Familia, its agents, employees, invitees, volunteers and independent contractors shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety. All materials, equipment, and supplies provided for the Premises and services provided shall fully conform to all applicable State, local and Federal safety laws, rules, regulations, and orders.

4.3 **Occurrence of a Casualty.** If at any time during the Term, the Premises and any related improvements are destroyed in whole or in part by fire, theft, the elements, or any other cause not the fault of District or any person or entity under its explicit direction or control, if caused in whole or in part by La Familia, its employees, agents, invitees, guests, vendors, or any other person acting under La Familia's control or direction, the Agreement shall continue in full force and effect and La Familia, at its sole cost and expense, shall be responsible for repairing and restoring the damaged Premises and related improvements and shall diligently proceed with such repairs and/or restoration until completion. If at any time the Premises and any related improvements are destroyed in whole or in part by fire, theft, the elements, or any other cause not the fault of La Familia, its employees, agents, invitees, guests, vendors, or any other person acting under La Familia's control or direction, then at its option the District may terminate this License upon written notice to La Familia and may at its option proceed with repairs and/or restoration of the Premises.

4.4 **Indemnity By La Familia.** Except to the extent caused by the gross negligence, recklessness or willful misconduct of District or any person or entity under its explicit direction or control, La Familia shall indemnify and hold District, its officers, agents, employees, members of its Board of Education free and harmless from any and all liability, claims, loss, damages, or expenses resulting from La Familia's occupation and use of the Premises, specifically including, without limitation, any liability, claim, loss, damage, or expense arising by reason of:

4.4.1 The death or injury of any person who is an employee, guest, invitee, or agent of La Familia, or by reason of the damages to or destruction of any property, including property owned by La Familia or by any person who is an employee or agent of La Familia, from any cause whatsoever as a direct result of operating the Program Services or La Familia's use and/or occupancy of the Premises while that person or property is in or about the Premises or in any way connected with the Premises or with any of La Familia's improvements or personal property on the Premises;

4.4.2 The death or injury of any person, including any person who is an

employee, guest, invitee, or agent of La Familia, or by reason of the damage to or destruction of any property, including property owned by La Familia or any person who is an employee or agent of La Familia, caused or allegedly caused by either (1) the condition of the Premises or improvements on the Premises; or (2) any act or omission on the Premises by La Familia or any person in or about the Premises with the permission and consent of La Familia;

4.4.3 Any work, including alterations, performed on the Premises or materials furnished to the Premises at the instance or request of La Familia or any person or entity acting for or on behalf of La Familia; and

4.4.4 La Familia's failure to perform any provision of the Agreement or to comply with any requirement of applicable law or any requirement imposed on La Familia or the Premises by any duly authorized agency or political subdivision.

4.5 **Limitation of Liability.** Neither District, nor any of its officers, agents, employees, and members of its Board of Education, shall be personally liable in any manner or to any extent under or in connection with the Agreement. La Familia waives any and all such personal liability against the District and the individuals stated herein.

ARTICLE V

GENERAL TERMS AND PROVISIONS

5.1 **Entire Agreement.** The Agreement constitutes the sole and entire agreement between the Parties with respect to the subject matter dealt with in the Agreement and all understandings, oral or written, with respect to the subject matter of the Agreement are hereby superseded.

5.2 **Future Assurances.** Each Party hereto shall cooperate and take such actions as may reasonably be required by the other Party hereto in order to carry out the provisions of the Agreement and the transactions contemplated by the Agreement.

5.3 **Amendment of Agreement.** No modification of, deletion from, or addition to the Agreement shall be effective unless made in writing and executed by both District and La Familia.

5.4 **Waiver.** The failure by either Party to enforce any term or provision of the Agreement shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either Party of any term or provision of the Agreement shall be deemed or shall constitute a waiver of any other provision of the Agreement, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.

5.5 **Severability.** In the event any clause, sentence, term or provision of the Agreement shall be held by any court of competent jurisdiction to be illegal, invalid, or unenforceable for any reason, the remaining portions of the Agreement shall nonetheless remain in full force and effect.

5.6 **Construction of Agreement.** The terms and provisions of the Agreement shall be liberally constructed to effectuate the purpose of the Agreement.

5.7 **Governing Law and Venue.** The Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California. Subject to the alternative dispute resolution provision set forth in section 5.12, any action or proceeding seeking any equitable remedies or remedies at law with respect to the provisions of the Agreement shall be brought in the Superior Court for the County of Sacramento.

5.8 **Assignment.** La Familia shall not have the right to assign the Agreement or any interest in the Agreement, without District's prior written consent. A sublease by La Familia shall not be considered an assignment. Any assignment made without such prior written consent shall be void, and at the option of District, shall terminate the Agreement. No right under the Agreement, nor claim for any money due or to become due hereunder shall be asserted against District, or persons acting for District, by reason of any assignment of the Agreement without District's written consent. Consent to one assignment, or other transfer shall not be deemed to constitute consent to any subsequent assignment, or other transfer.

5.9 **Binding Effect.** The Agreements, conditions, and provisions contained in the Agreement shall, subject to provisions for assignment, apply to and bind the heirs, executors, administrators, successors, and assigns of the parties to it.

5.10 **Independent Contractor.** La Familia is an independent contractor, not an officer, employee or agent of District.

5.11 **Notices.** Any notice required or desired to be given pursuant to the Agreement shall be in writing, duly addressed to the Parties below. By written notice in conformance herewith, either Party may change the address to which notices to said party must be delivered. Any notice deposited with the United States Postal Service shall be deemed to have been duly given upon confirmed receipt, if sent by certified or registered mail, postage prepaid, addressed as set forth below or as changed as set forth herein. Notice may also be given by facsimile with proof of transmission, or by express mail with proof of delivery. Notice sent by any other manner shall be effective only upon actual receipt thereof.

District:

Chief Operations Officer,
Facility Support Services
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Ph: (916) 643-9233

La Familia:

La Familia Counseling Center, Inc.
5523 34th Street
Sacramento, CA 95820
Ph: (916) 452-3601

If facsimile transmission is made, each Party shall supply a fax number to the other Party.

5.12 **Alternative Dispute Resolution.** In the event of any dispute regarding the provisions of the Agreement, the Parties shall attempt to mediate a resolution. If mediation is not successful, the Parties agree to submit their dispute to binding arbitration with an acceptable third party, or if the Parties cannot agree, with either the American Arbitration Association (“AAA”) or JAMS in Sacramento County. Each Party shall share the cost of the mediator/arbitrator and each Party shall bear their respective attorneys fees and costs.

5.13 **Incorporation of Attachments.** Attachment A is incorporated in the Agreement as though set forth fully and at length herein. Any subsequent attachments through amendments shall be deemed to be incorporated herein by reference.

5.14 **Headings and References.** The headings of the Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions of the Agreement.

5.15 **Signature In Counterparts.** The Agreement may be executed in any number of counterparts, all of which, taken together, shall constitute the same instrument. A copy, original or facsimile with all signatures appended together shall be deemed a fully executed Agreement. Electronic signatures, and copies of all signatures, shall have the same force and effect as original signatures.

5.16 **Remedies.** The remedies of the District shall not be exclusive but shall be cumulative and in addition to all remedies now or hereafter available at law or in equity.

5.17 **Warranty of Authority.** The signatories of La Familia warrant they have full authority to bind the corporation known as La Familia Counseling Center, Inc. and to execute and deliver the Agreement on behalf of the corporation.

IN WITNESS WHEREOF, the Parties have executed the Agreement as of the Effective Date.

DISTRICT:

Sacramento City Unified School District

By: _____
José L. Banda
Its: Superintendent

LA FAMILIA:

La Familia Counseling Center, Inc.

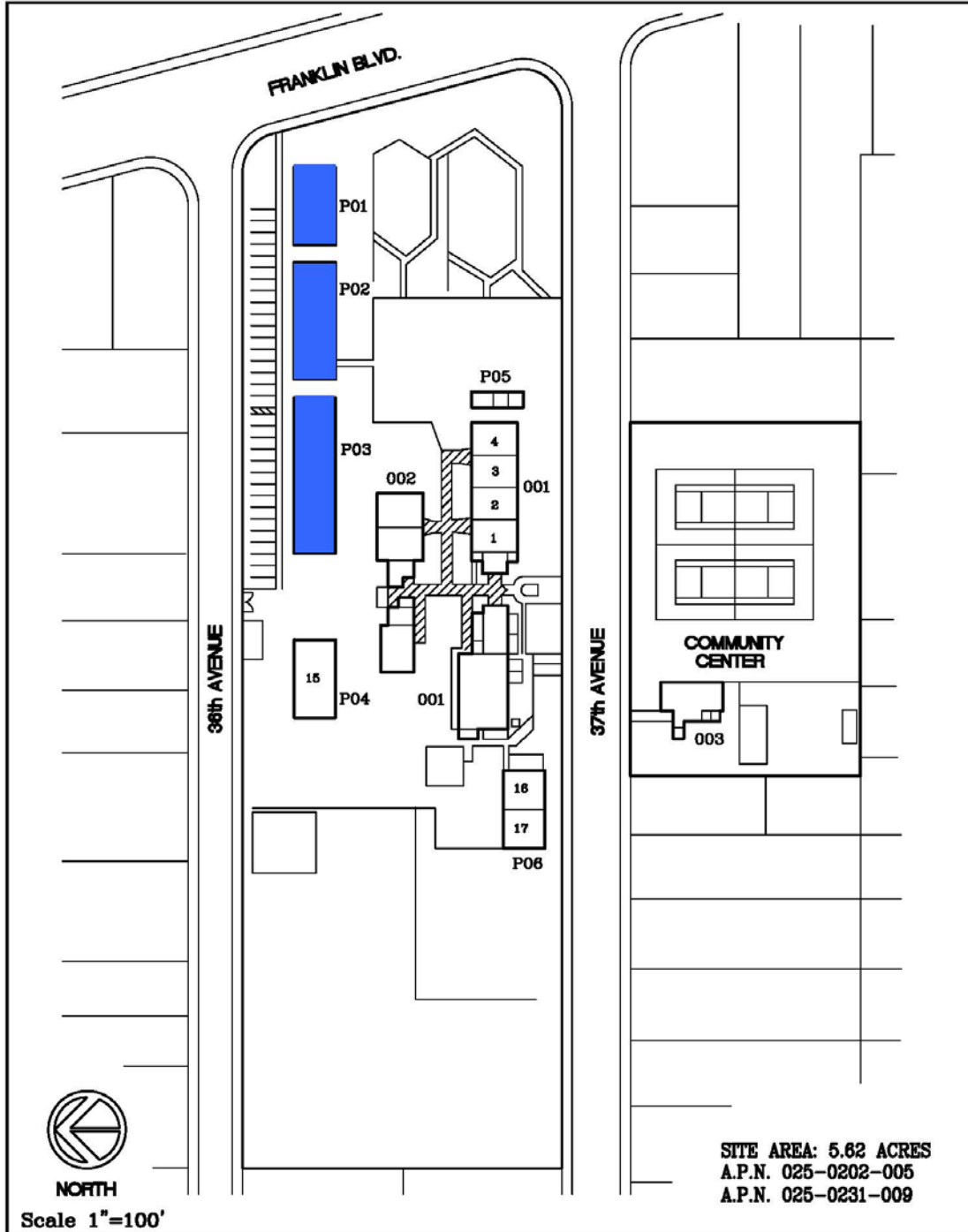
By: _____
Name: _____
Its: _____

By: _____
Name: _____
Its: _____

ATTACHMENT A

DESCRIPTION OF PREMISES

Attachment "A"




Maple Elementary School (223)
3301 - 37th Avenue
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXISTING SITE DIAGRAM

OCTOBER 2001

Leased square footage is 17,631

 Area not included in leased sf



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1

Meeting Date: July 16, 2015

Subject: Business and Financial Information

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

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale:

- Purchase Order Board for the Period of March 15, 2015 through April 14, 2015
- Purchase Order Board for the Period of April 15, 2015 through May 14, 2015
- Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for May 1, 2015 through June 30, 2015
- Enrollment and Attendance Report for Month 9 Ending May 15, 2015
- Enrollment and Attendance Report for Month 10 Ending June 12, 2015

Financial Considerations: Reflects standard business information.

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

Documents Attached:

1. Purchase Order Board Report for the Period of March 15, 2015 through April 14, 2015
2. Purchase Order Board Report for the Period of April 15, 2015 through May 14, 2015
3. Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for May 1, 2015 through June 30, 2015
4. Enrollment and Attendance Report for Month 9 Ending May 15, 2015
5. Enrollment and Attendance Report for Month 10 Ending June 12, 2015

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent

Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B15-00658	AT & T	CISCO INSTRUCTIONAL	NEW SKILLS & BUSINESS ED. CTR	11	1,389.60
B15-00707	FEDEX	FED EX - IB EXAM SEND OUT FOR SCORING	LUTHER BURBANK HIGH SCHOOL	01	2,500.00
B15-00708	CENTRAL VALLEY OFFICE SUPPLY	INK/TONER SUPPLIES 2014-15 SY	TAHOE ELEMENTARY SCHOOL	01	1,286.00
B15-00709	J C PAPER CO	J C PAPER #044450	MATERIALS DEVELOPMENT LAB	01	5,000.00
B15-00710	MOBILE MODULAR MGMT CORP	WAREHOUSE/STORAGE FOR ROOFING PROJECTS	FACILITIES MAINTENANCE	01	400.00
B15-00711	MARIANNE MURPHY STINSON	FEDERAL PROPORTIONMENT 2014-2015	SPECIAL EDUCATION DEPARTMENT	01	1,406.00
B15-00712	VALERIE JOHNSON	FEDERAL PROPORTIONMENT (L. OTTERSON)	SPECIAL EDUCATION DEPARTMENT	01	1,406.00
B15-00713	BELINDA ROWAN	FEDERAL PROPORTIONMENT (M. DANIEL)	SPECIAL EDUCATION DEPARTMENT	01	1,406.00
B15-00714	MARIA TORRES RODRIGUEZ	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	450.00
B15-00715	ALYSON PLAZA NOAH PLAZA	SERVICE FOR STUDENT	SPECIAL EDUCATION DEPARTMENT	01	500.00
B15-00716	Sandra & Scott Short	FEDERAL PROPORTIONMENT 2014-2015	SPECIAL EDUCATION DEPARTMENT	01	1,406.00
B15-00717	PITNEY BOWES INC	POSTAGE METER LEASE	JOHN F. KENNEDY HIGH SCHOOL	01	3,000.00
B15-00718	LOZANO, LAURIE	FEDERAL PROPORTIONMENT 2014-2015	SPECIAL EDUCATION DEPARTMENT	01	1,406.00
B15-00719	MISCELLANEOUS VENDORS	YOUTH EVENTS AND MEETINGS	YOUTH DEVELOPMENT	01	5,000.00
B15-00720	SSMB PACIFIC HOLDING CO	PARTS & LABOR - NORCAL KENWORTH	TRANSPORTATION SERVICES	01	1,000.00
B15-00721	FOLSOM LAKE FORD	VEHICLE MTCE & REPAIR-14/15 & SVC VEH UNDR WARRNTY	FACILITIES MAINTENANCE	01	20,000.00
B15-00722	MICHAELS TRANSPORTATION	BLANKET FOR TRANSPORTATION	ROSEMONT HIGH SCHOOL	01	2,160.00
CHB15-00392	U S BANK/SCUSD	FEBRUARY 2015 CAL CARD CHARGES	CONSOLIDATED PROGRAMS	01	368.40
CHB15-00393	U S BANK/SCUSD	CLASSROOM SUPPLIES/SUPPLEMENTARY MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	5,000.00
CHB15-00394	U S BANK/SCUSD	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	2,000.00
CS15-00447	ASBESTECH	701-0520 HJHS ASBESTOS SAMPLING	FACILITIES SUPPORT SERVICES	21	50.00

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00448	NATIONAL ANALYTICAL LAB INC	703-0415 CALIFORNIA GYM ADDITION	FACILITIES SUPPORT SERVICES	21	3,290.00
CS15-00449	PREMIER MANAGEMENT GROUP, INC	0235-405-0114/MARK TWAIN SIDINGS/STEPS/RAMPS-ERP	FACILITIES SUPPORT SERVICES	21	1,905.76
CS15-00450	WARREN LAND SURVEYING, INC.	0495-405-0100/WILL C WOOD PAVING/ASPHALT - ERP	FACILITIES SUPPORT SERVICES	21	2,500.00
CS15-00451	MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES	MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES	WILL C. WOOD MIDDLE SCHOOL	01	2,000.00
CS15-00452	PREMIER MANAGEMENT GROUP, INC	0520-405-0134/HJHS GUTTERS & DOWNSPOUTS - ERP	FACILITIES SUPPORT SERVICES	21	52,453.46
CS15-00453	HMC ARCHITECTS	0272-405-0152/PARKWAY-AC PAVING REPLACEMENT ERP	FACILITIES SUPPORT SERVICES	21	39,531.80
CS15-00454	ESS ENVIRONMENTAL	0480-401 SAM BRANNAN ROOFING	FACILITIES SUPPORT SERVICES	21	1,985.00
CS15-00455	A TOUCH OF UNDERSTANDING INC.	HMS - A TOUCH OF UNDERSTANDING	HIRAM W. JOHNSON HIGH SCHOOL	01	1,400.00
CS15-00456	WARREN CONSULTING ENG INC	0095-401 EARL WARREN PAVING CRACK FILL	FACILITIES SUPPORT SERVICES	21	3,100.00
CS15-00457	LIFEPATH WORKS, INC.	LIFEPATH WORKS, INC. SERVICE AGREEMENT/GRANT WRT	ACADEMIC ACHIEVEMENT	01	12,500.00
CS15-00458	NATIONAL ANALYTICAL LAB INC	0520-405-0134 HJHS GUTTERS AND DOWNSPOUTS	FACILITIES SUPPORT SERVICES	21	1,465.00
CS15-00459	WARREN LAND SURVEYING, INC.	0420-405-0141 ROSA PARKS ASPHALT OVERLAY	FACILITIES SUPPORT SERVICES	21	3,750.00
CS15-00460	STUDEBAKER BROWN ELECTRIC INC	0390-404 WOODBINE FIRE ALARM-CONSTRUCTABILITY	FACILITIES SUPPORT SERVICES	21	5,000.00
CS15-00461	STUDEBAKER BROWN ELECTRIC INC	0290-404 PS7 FIRE ALARM-CONSTRUCTABILITY REVIEW	FACILITIES SUPPORT SERVICES	21	5,000.00
CS15-00462	PREMIER MANAGEMENT GROUP, INC	0420-405-0141/RPARKS ASPHALT OVERLAY PLAY/GYM-ERP	FACILITIES SUPPORT SERVICES	21	131,410.48
CS15-00463	PREMIER MANAGEMENT GROUP, INC	0550-405-0129 SAC HIGH AC PAVING @ EAST PKING LOT	FACILITIES SUPPORT SERVICES	21	113,163.45
CS15-00464	PREMIER MANAGEMENT GROUP, INC	0520-405-0117 HJHS AC PAVING BLACK TOP	FACILITIES SUPPORT SERVICES	21	221,562.05
CS15-00465	CA DESIGN WEST ARCHITECTS INC	0097-416 ABE LINCOLN RR MOD/RENOVATION	FACILITIES SUPPORT SERVICES	21	19,350.00
CS15-00466	WAYNE HOUCHEIN	MOTIVATIONAL MAGIC SHOW	GOLDEN EMPIRE ELEMENTARY	01	850.00
CS15-00467	POINT 2 STRUCTURAL ENGINEERS	0300-402 CROCKER/RIVERSIDE SKYLIGHTS	FACILITIES SUPPORT SERVICES	25	1,500.00
CS15-00468	MARTHA ANNE MILLAR	ATTORNEY SETTLEMENT FEES	ADMIN-LEGAL COUNSEL	01	5,000.00
CS15-00469	MAXIM STAFFING SOLUTIONS	14-15 MAXIM CONTRACT	HEALTH SERVICES	01	50,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00470	SACRAMENTO CHINESE COMMUNITY	2014-15 STAR Readers Program	JOHN H. STILL - K-8	01	15,015.00
CS15-00471	PREMIER MANAGEMENT GROUP, INC	0450-405-0132 KIT CARSON KITCHEN/MP FLRING	FACILITIES SUPPORT SERVICES	21	22,910.75
CS15-00472	PREMIER MANAGEMENT GROUP, INC	0004-405-0165 ALICE BIRNEY ASPHALT/CONC WLKWAYS	FACILITIES SUPPORT SERVICES	21	14,327.55
CS15-00473	CA DESIGN WEST ARCHITECTS INC	0097-401-4 ABE LINCOLN NEW HVAC-ENTIRE CAMPUS	FACILITIES SUPPORT SERVICES	21	41,832.00
CS15-00474	GALINA VEKSLER	UKRANIAN/RUSSIAN TRANSLATOR FOR STUDENT	ETHEL I. BAKER ELEMENTARY	01	1,800.00
CS15-00475	LYNN SOLARI	Lynn Solari Supervisor of CSUS Tutors	CAPITAL CITY SCHOOL	01	1,000.00
CS15-00476	NATIONAL ANALYTICAL LAB INC	0520-410-0247 HIRAM JOHNSON ROOFING	FACILITIES SUPPORT SERVICES	21	17,250.00
CS15-00477	HMC ARCHITECTS	0390-405-0217/WOODBINE PORTABLE/GUARDRAILS - ERP	FACILITIES SUPPORT SERVICES	21	4,679.92
CS15-00478	PREMIER MANAGEMENT GROUP, INC	0111-405-0121/JOHN MORSE OTHER DRAINAGE	FACILITIES SUPPORT SERVICES	21	3,589.86
CS15-00479	WALLACE KUHL AND ASSOC INC	0550-405-0129/SAC HS AC PAVING @ E. PARKING-ERP	FACILITIES SUPPORT SERVICES	21	2,000.00
CS15-00480	NEW HOPE COMMUNITY DEVELOPMENT C/O ENOCH YEUNG	LANGUAGE IMMERSION	YOUTH DEVELOPMENT	01	11,400.00
CS15-00481	PLACER COUNTY OFFICE OF EDUCATION/PREVENTION SERVICES	PBIS Service Agreement with PCOE	ACADEMIC OFFICE	01	15,000.00
CS15-00482	PREMIER MANAGEMENT GROUP, INC	0450-405-0132 KIT CONCRETE/PAVING	FACILITIES SUPPORT SERVICES	21	4,236.25
CS15-00483	AARON MCNEAL	PHOTOGRAPHS FOR PARENT CELEBRATION	PARENT ENGAGEMENT	01	300.00
CS15-00484	SACRAMENTO CHINESE COMMUNITY	After school intervention programs 2014-15	JOHN H. STILL - K-8	01	26,281.00
CS15-00485	READING PARTNERS	READING PARTNERS 2014-15	PACIFIC ELEMENTARY SCHOOL	01	15,000.00
CS15-00486	HMR ARCHITECTS	0359-401 TAHOE PAVING ASPAHLT PAVING REPLACE	FACILITIES SUPPORT SERVICES	21	48,500.00
CS15-00487	HMR ARCHITECTS	0431-401 FERN BACON HARD COURTS AND IRRIGATION	FACILITIES SUPPORT SERVICES	21	50,350.00
CS15-00488	AIRBORNE SECURITY PATROL, INC.	SECURITY PATROL COMPANY	NEW JOSEPH BONNHEIM	09	1,000.00
CS15-00489	HMC ARCHITECTS	0284-404 LISBON (YAV PEM) FIRE ALARM	FACILITIES SUPPORT SERVICES	49	38,376.45
CS15-00490	HMC ARCHITECTS	0390-404 WOODBINE FIRE ALARM	FACILITIES SUPPORT SERVICES	21	27,319.00
CS15-00491	ANTHONY ASARO	BEHAVIOR CHARACTER ASSEMBLY	MATSUYAMA ELEMENTARY SCHOOL	01	500.00
CS15-00492	READING PARTNERS	READING PARTNERS INVOICE #2208	CAROLINE WENZEL ELEMENTARY	01	7,500.00

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00493	READING PARTNERS	READING PARTNERS INVOICE #2389	CAROLINE WENZEL ELEMENTARY	01	7,500.00
CS15-00494	PREMIER MANAGEMENT GROUP, INC	0445-405-0167 JOHN STILL CVRD WALKWAY ROOFING	FACILITIES SUPPORT SERVICES	21	76,517.02
CS15-00495	PREMIER MANAGEMENT GROUP, INC	0530-405-0203 LBURBANK PLASTER/STAGE DRAPES	FACILITIES SUPPORT SERVICES	21	31,678.81
CS15-00496	PREMIER MANAGEMENT GROUP, INC	0520-405-0118 HIRAM JOHNSON HS CONC REPLACE	FACILITIES SUPPORT SERVICES	21	71,650.47
CS15-00497	PREMIER MANAGEMENT GROUP, INC	0148-405-0169 LEATAATA FLYD DRY ROT WOOD	FACILITIES SUPPORT SERVICES	21	34,437.77
CS15-00498	HOT BISCUITS MUSIC	MUSIC/SONG INSTRUCTION 1ST GRADE/KINDER 2014-15	CAMELLIA BASIC ELEMENTARY	01	1,645.00
CS15-00499	PROJECT LEAD THE WAY SUITE 40 0	PROJECT LEAD THE WAY - INVOICE	WEST CAMPUS	01	3,000.00
CS15-00500	CURRICULUM ASSOCIATES LLC	15-16 iREADY CCSS INSTRUCTIONAL PROGRAM	NICHOLAS ELEMENTARY SCHOOL	01	30,430.00
CS15-00501	PARC SPECIALTY CONTRACTORS	703-0510-2 MCCLATCHY AUX GYM ABATEMENT TESTING	FACILITIES SUPPORT SERVICES	21	1,207.90
J15-00305	OFFICE DEPOT/EASTMAN ACCT. #89 574939	School Supplies	MARTIN L. KING JR ELEMENTARY	01	632.52
J15-00306	OFFICE DEPOT/EASTMAN ACCT. #89 574939	ITEMS FOR K. DAWSON - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	80.68
J15-00307	OFFICE DEPOT/EASTMAN ACCT. #89 574939	BONNIE COMSTOCK	NEW SKILLS & BUSINESS ED. CTR	11	252.25
J15-00308	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COMPUTER CARTS	SUSAN B. ANTHONY ELEMENTARY	01	1,562.27
J15-00309	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES	DAVID LUBIN ELEMENTARY SCHOOL	01	488.42
J15-00310	OFFICE DEPOT/EASTMAN ACCT. #89 574939	TONER FOR OFFICE PRINTERS	HIRAM W. JOHNSON HIGH SCHOOL	01	972.44
J15-00311	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	HEADPHONES FOR COMPUTERS	WOODBINE ELEMENTARY SCHOOL	01	601.80
J15-00312	OFFICE DEPOT/EASTMAN ACCT. #89 574939	HEALTH & MEDICAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	5,152.71
J15-00313	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FAX SCANNER COPIER MACHINE	SAM BRANNAN MIDDLE SCHOOL	01	162.74
J15-00314	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	BRET HARTE ELEMENTARY SCHOOL	01	1,499.36
J15-00315	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	H.W. HARKNESS ELEMENTARY	01	1,006.34
J15-00316	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SCHOOL WIDE SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	253.88
J15-00317	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM SUPPLY	CESAR CHAVEZ INTERMEDIATE	01	208.20
J15-00318	OFFICE DEPOT/EASTMAN ACCT. #89 574939	HMS ACADEMY - MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,737.02
J15-00319	CLEAN SOURCE INC	JANITORIAL SUPPLIES	BOWLING GREEN ELEMENTARY	09	876.30

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00320	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	1,114.65
J15-00321	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	JAMES W MARSHALL ELEMENTARY	01	746.28
J15-00322	RISO PRODUCTS OF SACRAMENTO	TONER SUPPLIES FOR RISO MACHINE	ROSEMONT HIGH SCHOOL	01	205.20
J15-00323	CLEAN SOURCE INC	CLEANING SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	984.64
J15-00324	CLEAN SOURCE INC	CUSTODIAL SUPPLIES	DAVID LUBIN ELEMENTARY SCHOOL	01	795.36
J15-00325	OFFICE DEPOT/EASTMAN ACCT. #89 574939	EHS DVD PLAYER/CABINET - FRANCINE VELASQUEZ	CHILD DEVELOPMENT PROGRAMS	12	1,039.39
J15-00326	CLEAN SOURCE INC	CUSTODIAL SUPPLIES (PRE-K)	SPECIAL EDUCATION DEPARTMENT	01	163.26
J15-00327	OFFICE DEPOT/EASTMAN ACCT. #89 574939	INSTRUCTIONAL SUPPLIES	WOODBINE ELEMENTARY SCHOOL	01	1,417.55
J15-00328	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	684.38
J15-00329	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	770.04
J15-00330	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLES	MARTIN L. KING JR ELEMENTARY	01	548.65
J15-00331	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PE EQUIPMENT	WOODBINE ELEMENTARY SCHOOL	01	1,470.41
J15-00332	SUPPLYWORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	PONY EXPRESS ELEMENTARY SCHOOL	01	793.82
J15-00333	OFFICE DEPOT/EASTMAN ACCT. #89 574939	school supplies	JOHN H. STILL - K-8	01	3,369.74
J15-00334	MOORE MEDICAL CORP ACCT #17186 47	GLOVES (HEALTH SUPPLIES)	SPECIAL EDUCATION DEPARTMENT	01	1,788.17
J15-00335	OFFICE DEPOT/EASTMAN ACCT. #89 574939	DD PROGRAM	A.WARREN McCLASKEY ADULT	11	173.58
J15-00336	SUPPLYWORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	HOLLYWOOD PARK ELEMENTARY	01	285.62
J15-00337	RISO PRODUCTS OF SACRAMENTO	RISO DUPLICATING SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	896.40
J15-00338	OFFICE DEPOT/EASTMAN ACCT. #89 574939	school supplies	JOHN H. STILL - K-8	01	518.39
J15-00339	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASS MATERIALS FOR RM 26	SAM BRANNAN MIDDLE SCHOOL	01	869.33
J15-00340	RISO PRODUCTS OF SACRAMENTO	MASTERS AND INK	SAM BRANNAN MIDDLE SCHOOL	01	238.70
J15-00341	OFFICE DEPOT/EASTMAN ACCT. #89 574939	WHITE COPY PAPER	SAM BRANNAN MIDDLE SCHOOL	01	768.18
J15-00342	OFFICE DEPOT/EASTMAN ACCT. #89 574939	JVC HA-X580 HEADPHONES	FERN BACON MIDDLE SCHOOL	01	1,538.96
J15-00343	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COMPUTER ITEMS	WOODBINE ELEMENTARY SCHOOL	01	327.67

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00344	OFFICE DEPOT/EASTMAN ACCT. #89 574939	JCBA MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	230.77
J15-00346	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR CONKLIN - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	51.82
J15-00347	RISO PRODUCTS OF SACRAMENTO	RISO GR MASTER & INK ORDER	PACIFIC ELEMENTARY SCHOOL	01	1,036.80
J15-00348	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FOLDING CHAIRS	LUTHER BURBANK HIGH SCHOOL	01	89.49
J15-00349	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	159.20
J15-00350	OFFICE DEPOT/EASTMAN ACCT. #89 574939	WIRELESS PRESENTER	FERN BACON MIDDLE SCHOOL	01	28.70
J15-00351	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR ROSENHEIM - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	49.50
J15-00352	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR JEWETT - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	71.97
N15-00054	CAPITOL ELEMENTARY, INC.	NON-PUBLIC EDUCATION SERVICES	SPECIAL EDUCATION DEPARTMENT	01	125,000.00
P15-02154	ID WHOLESALE ATTN PETE ABRAHAMSON	Printer ribbon and ID cards for Acc. Academy	STUDENT SUPPORT AND FAMILY SER	01	192.50
P15-02315	MAYER-JOHNSON LLC	SOFTWARE LICENSE (30 TEACHERS)	SPECIAL EDUCATION DEPARTMENT	01	5,524.50
P15-02628	U S BANK/SCUSD	PROJECTOR BULB FOR CLASSROOM-HENRY; SAVED #33.69	SUTTER MIDDLE SCHOOL	01	161.67
P15-02708	U S BANK/SCUSD	DIGITAL PROTRACTOR AND COMPASS FOR MATH DEPT	JOHN F. KENNEDY HIGH SCHOOL	01	75.15
P15-02709	U S BANK/SCUSD	PROJECTOR LAMPS	SUSAN B. ANTHONY ELEMENTARY	01	318.45
P15-02710	U S BANK/SCUSD	VGA Cables for Classrooms	PHOEBE A HEARST BASIC ELEM.	01	96.75
P15-02711	CHAD SWEITZER	TRACK PADS, STYLUS PENS, FLASHDRIVES, PROT. PLANS	JOHN F. KENNEDY HIGH SCHOOL	01	1,146.10
P15-02712	MIND RESEARCH INSTITUTE	ST MATH 14-15	EDWARD KEMBLE ELEMENTARY	01	3,750.00
P15-02713	ROBERT E SMITH dba ALL AWARDS	SPIRIT WEAR FOR STUDENTS	CAMELLIA BASIC ELEMENTARY	01	200.81
P15-02714	CLARK SECURITY PRODUCTS INC	LOCKING DOOR LEVERS FOR COMPUTER ROOM	ROSEMONT HIGH SCHOOL	01	657.33
P15-02715	DON JOHNSTON INCORPORATED	ADAPTIVE SOFTWARE (DEMAs)	SP ED - TECHNOLOGIST	01	314.65
P15-02716	APPLE COMPUTER INC K-12 EDUCATION	ADAPTERS FOR APPLE COMPUTERS	HOLLYWOOD PARK ELEMENTARY	01	471.98
P15-02717	HATCH	PROTECTION FOR IPADS IN KINDER	OAK RIDGE ELEMENTARY SCHOOL	01	503.88
P15-02718	BULBMAN ACCT #SAC03	BULBS FOR OUTDOOR LIGHTING AROUND CAMPUS	ROSEMONT HIGH SCHOOL	01	509.13
P15-02719	NWN CORPORATION	HP PRODESK 600 G1 SMALL FORM FACTOR PC	FERN BACON MIDDLE SCHOOL	01	5,224.28

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02720	BAR HEIN CO	LEAF BLOWER FOR PLANT MANAGER	LEONARDO da VINCI ELEMENTARY	01	466.54
P15-02721	OFFICE DEPOT/EASTMAN ACCT. #89 574939	NEW FAX MACHINE IS NEEDED FOR OFFICE	NEW TECH	09	212.65
P15-02722	ACP DIRECT	HEADPHONES TECHNOLOGY STUDENT ACHIEVEMENT	GOLDEN EMPIRE ELEMENTARY	01	681.28
P15-02723	OFFICE DEPOT/EASTMAN ACCT. #89 574939	Printer For Classroom 24	PHOEBE A HEARST BASIC ELEM.	01	318.98
P15-02724	ALEXANDER GAGE PARRAS PARRAS I T SOLUTIONS	LAMPS FOR EPSON POWERLITE	PETER BURNETT ELEMENTARY	01	857.15
P15-02725	GBC GENERAL BINDING CORP	New Laminator for Teacher Workroom	PHOEBE A HEARST BASIC ELEM.	01	2,398.33
P15-02726	APPLE COMPUTER INC K-12 EDUCATION	WIRELESS ROUTER FOR PORTABLE CLASSROOMS	LUTHER BURBANK HIGH SCHOOL	01	194.22
P15-02727	ULINE ATTN ACCOUNTS RECEIVABLE	SAFTY CONES / EXTENSION CORDS	WILLIAM LAND ELEMENTARY	01	302.31
P15-02728	AMTRAK	AMTRAK-FIELD TRIP TO S. FRANCISCO	LUTHER BURBANK HIGH SCHOOL	01	1,710.00
P15-02729	KNOX COMPANY	KNOX PADLOCK (ROSA PARKS) VA	BUILDINGS & GROUNDS/OPERATIONS	01	206.15
P15-02730	RISO PRODUCTS OF SACRAMENTO	DUPLICATING RENEWAL CONTRACT FOR 12/03/15	CAROLINE WENZEL ELEMENTARY	01	150.00
P15-02731	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT	MARK TWAIN ELEMENTARY SCHOOL	01	425.00
P15-02732	RISO PRODUCTS OF SACRAMENTO	SUPPLIES FOR RIZO MACHINE	JOHN BIDWELL ELEMENTARY	01	580.48
P15-02733	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CLASSROOM FLAGS - SCHOOL SPECIALTY	JOHN F. KENNEDY HIGH SCHOOL	01	48.83
P15-02734	GBC GENERAL BINDING CORP ACCO BRANDS USA LLC	GBC LAMINATOR MAINTENANCE CONTRACT 2014-15	SUTTERVILLE ELEMENTARY SCHOOL	01	372.00
P15-02735	APPLE COMPUTER INC K-12 EDUCATION	APPLE STORE EXTERNAL DRIVE FOR COMPUTER	CAPITAL CITY SCHOOL	01	713.39
P15-02736	B & H PHOTO	16 CHANNEL CAMERA-MOUNTABLE UHF WIRELESS/CARVER	ACADEMIC ACHIEVEMENT	01	498.99
P15-02737	U S BANK/SCUSD	LEARNING FORWARD MEMBERSHIP	ACADEMIC OFFICE	01	159.00
P15-02738	STUDEBAKER BROWN ELECTRIC INC	0844-404/TRANSPORTATION FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	194,557.00
P15-02739	STUDEBAKER BROWN ELECTRIC INC	0830-404/CENTRAL WAREHOUSE FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	204,050.00
P15-02740	STUDEBAKER BROWN ELECTRIC INC	0822-404/MAINTENANCE OFFICE FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	92,510.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02741	SCUSD/LANDMARK CONSTRUCTION ES CROW #3484-073	ESCROW ACCOUNT - CAL MIDDLE GYM RETENTION	FACILITIES SUPPORT SERVICES	21	136,339.50
P15-02742	FOSTER FARMS FOODSERVICE	4471 3/19/15 F.F/BURRITOS	NUTRITION SERVICES DEPARTMENT	13	15,660.80
P15-02743	FOSTER FARMS FOODSERVICE	4472 5/6/15 F.F/BURRITOS	NUTRITION SERVICES DEPARTMENT	13	9,053.90
P15-02744	CAL-HOSA	CAL-HOSA REGISTRATION-HEALTH PROFESSIONS STUDENTS	ACADEMIC ACHIEVEMENT	01	2,700.00
P15-02745	BJ HEATING AIR CONDITIONING IN	0594-402 AW MCCLASKEY RECYCLE ROOM AC	FACILITIES SUPPORT SERVICES	21	32,244.00
P15-02746	BARNES & NOBLE BOOKSELLERS	CLASSROOM NOVELS - 3RD GRADE WM & MARY	WILLIAM LAND ELEMENTARY	01	121.69
P15-02747	MOORE MEDICAL CORP ACCT #17186 47	HEALTH SUPPLIES	GENEVIEVE DIDION ELEMENTARY	01	110.30
P15-02748	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	SCHOOL SUPPLY LOUNGE SCHOOL	ISADOR COHEN ELEMENTARY SCHOOL	01	151.23
P15-02749	LERNER PUBLISHING GROUP C/O SA RAH GROSS	BOOKS FOR THE LIBRARY	BOWLING GREEN ELEMENTARY	09	430.72
P15-02750	SCHOLASTIC, INC. ORDER DESK	BOOKS FOR THE LIBRARY	BOWLING GREEN ELEMENTARY	09	598.88
P15-02751	RENAISSANCE LEARNING, INC	RENAISSANCE LEARNING	LEATAATA FLOYD ELEMENTARY	01	4,247.00
P15-02752	FOLLETT SCHOOL SOLUTIONS	BOOKS FOR THE LIBRARY	BOWLING GREEN ELEMENTARY	09	759.16
P15-02753	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Caleb Greenwood	LIBRARY/TEXTBOOK SERVICES	01	195.79
P15-02754	EXPLORELEARNING	TEACHER/STUDENT LICENSE	ENGINEERING AND SCIENCES HS	01	1,797.00
P15-02755	THE BOOKSOURCE	LEVELED READERS	O. W. ERLEWINE ELEMENTARY	01	301.81
P15-02756	MACGILL DISCOUNT SCHOOL NURSE	MEDICAL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	57.61
P15-02757	BARNES & NOBLE BOOKSELLERS	Books for Training Specialists	ACADEMIC OFFICE	01	769.87
P15-02758	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	ORDERING HEADSETS FOR COMPUTER LAB	JOHN BIDWELL ELEMENTARY	01	1,185.36
P15-02759	ACACIA PUBLISHING INC	CURSIVE CONNECTION BOOKS	CROCKER/RIVERSIDE ELEMENTARY	01	565.88
P15-02761	RISO PRODUCTS OF SACRAMENTO	RISO Machine Contract for 04/19/2015-04/18/2016	PHOEBE A HEARST BASIC ELEM.	01	396.00
P15-02762	BUCKMASTER OFFICE SOLUTIONS	ENROLLMENT CENTER FOLDING MACHINE REPAIR	ENROLLMENT CENTER	01	195.00
P15-02763	TOUCHLINE SOFTWARE	2015-16 QUICKPERMIT SOFTWARE LICENSE RENEWAL	JOHN F. KENNEDY HIGH SCHOOL	01	305.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02764	GOPHER SPORT	PE EQUIPMENT FOR ROTC	HIRAM W. JOHNSON HIGH SCHOOL	01	1,336.41
P15-02765	ALLHEART	SCRUB SETS FOR HEALTH ACADEMY	HIRAM W. JOHNSON HIGH SCHOOL	01	4,179.34
P15-02766	CAROLINA BIOLOGICAL SUPPLY CO	CORE ACADEMY SCIENCE SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	975.38
P15-02767	FLINN SCIENTIFIC INC	HEALTH ACADEMY SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	3,171.98
P15-02768	SCHOOLMATE INC	STUDENT PLANNERS	DAVID LUBIN ELEMENTARY SCHOOL	01	612.50
P15-02769	LISA HILL	CONVENTION FEES REIMBURSEMENT	ENGINEERING AND SCIENCES HS	01	425.00
P15-02770	STEVE BOETTNER	REIMBURSEMENT FOR CLASSROOM SUPPLIES	ROSEMONT HIGH SCHOOL	01	854.00
P15-02771	CDW-G C/O MICHAEL STILLE	ELMO TT-121 DOCUMENT CAMERA	WEST CAMPUS	01	1,291.45
P15-02772	CDW-G C/O MICHAEL STILLE	PROJECTOR BULBS; SAVED \$646.98	OAK RIDGE ELEMENTARY SCHOOL	01	1,479.28
P15-02773	Zachary W Schulz	COMPENTENCE PANEL MEMBER TRAVEL EXP REIMB	ADMIN-LEGAL COUNSEL	01	472.08
P15-02774	CENTRAL RESTAURANT PRODUCTS	TABLES FOR SERNA CENTER	FACILITIES SUPPORT SERVICES	01	10,363.66
P15-02775	CASALETT & CO.	Repairs to shrink wrap tunnel	CENTRAL PRINTING SERVICES	01	996.75
P15-02776	U S BANK/SCUSD	INST. MATERIALS - TABLETS FOR CLASSROOM USE	JOHN CABRILLO ELEMENTARY	01	2,651.83
P15-02777	PRESIDENTS CHALLENGE	PRESIDENTS CHALLENGE FOR PE	SUTTER MIDDLE SCHOOL	01	801.15
P15-02778	THOMAS JONES	WAWF - REIMB FOR NORTHWEST LEADERSHIP ACADEMY	LUTHER BURBANK HIGH SCHOOL	01	1,196.00
P15-02779	AURORA ENVIRONMENTAL SERVICES	AURORA - INVOICE A0632	RISK MANAGEMENT	01	1,800.00
P15-02780	METRO MAILING SERVICE INC	SES RECRUITMENT FLIERS- METRO MAILING	ACADEMIC ACHIEVEMENT	01	2,809.61
P15-02781	US POSTAL SERVICE BUSINESS MAIL ENTRY UNIT	BUSINESS REPLY PERMIT FEE	PURCHASING SERVICES	01	220.00
P15-02782	GOPHER SPORT	P.E. SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	228.31
P15-02783	BSN SPORTS	PE/SPORTS INSTRUCTION - SOCCER GOAL	WILLIAM LAND ELEMENTARY	01	106.68
P15-02784	LIBRARY SPARKS	LIBRARY SUBSCRIPTION	OAK RIDGE ELEMENTARY SCHOOL	01	59.95
P15-02785	ORIENTAL TRADING CO INC	PRIZES FOR SCHOOLS BUDDY CHECK IN PROGRAM	BOWLING GREEN ELEMENTARY	09	102.05
P15-02786	BARNES & NOBLE BOOKSELLERS	BOOKS FOR D. HUSCHER	AREA ASSISTANT SUPERINTENDENTS	01	224.14
P15-02787	FLINN SCIENTIFIC FOUNDATION	HMS CORE SCIENCES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,408.46

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P15-02788	BVD CONSULTING	BVD CONSULTING INVOICE	PURCHASING SERVICES	01	2,500.00
P15-02789	U S BANK/SCUSD	TEACHER APPRECIATION GIFTS	HOLLYWOOD PARK ELEMENTARY	01	254.36
P15-02790	C K MCCLATCHY SR HIGH STUDENT BODY ACCOUNT	REIMBURSEMENT FOR CKM	C. K. McCLATCHY HIGH SCHOOL	01	1,500.00
P15-02791	PRO ED PUBLISHING	SPEECH EVALUATION FORMS	SPECIAL EDUCATION DEPARTMENT	01	362.45
P15-02792	LAKESHORE LEARNING CORP ATTENTION: JON BELL	PRESCHOOL MATERIALS (DiGRAZIA)	SPECIAL EDUCATION DEPARTMENT	01	84.99
P15-02793	WESTERN PSYCHOLOGICAL SERVICES	PSYCH EVAL FORMS (ABAS-II)	SPECIAL EDUCATION DEPARTMENT	01	792.48
P15-02794	NOIR MEDICAL TECHNOLOGIES	VISUALLY IMPAIRED MATERIALS (SINGH)	SPECIAL EDUCATION DEPARTMENT	01	180.55
P15-02795	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	ADAPTIVE P.E. MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	908.76
P15-02796	THE LIBRARY STORE	SUPPLIES FOR THE LIBRARY	GOLDEN EMPIRE ELEMENTARY	01	152.77
P15-02797	U S BANK/SCUSD	BUDGET DEPARTMENT LAPTOP	BUDGET SERVICES	01	1,990.93
P15-02798	CDW-G C/O MICHAEL STILLE	QUOTE FTCP952 \$1253.39 (DOCUMENT CAMERA)	CAPITAL CITY SCHOOL	01	1,253.39
P15-02799	APPLE COMPUTER INC K-12 EDUCATION	APPLE	GEO WASHINGTON CARVER	09	14,231.74
P15-02800	APPLE COMPUTER INC K-12 EDUCATION	STUDENT MOBILE MACBOOKS 14-15	EDWARD KEMBLE ELEMENTARY	01	48,583.39
P15-02801	APPLE COMPUTER INC K-12 EDUCATION	MACBOOK AIR COMPUTERS - QUOTE #2202051938	THEODORE JUDAH ELEMENTARY	01	9,977.04
P15-02802	APPLE COMPUTER INC K-12 EDUCATION	APPLE COMPUTERS TEACHERS	ISADOR COHEN ELEMENTARY SCHOOL	01	14,565.22
P15-02803	APPLE COMPUTER INC K-12 EDUCATION	COMPUTERS FOR CLASSROOMS	SUTTERVILLE ELEMENTARY SCHOOL	01	31,519.56
P15-02804	APPLE COMPUTER INC K-12 EDUCATION	COMPUTERS FOR CLASSROOM CARTS	HIRAM W. JOHNSON HIGH SCHOOL	01	70,206.55
P15-02805	APPLE COMPUTER INC K-12 EDUCATION	iPAD FOR DOUG HUSCHER ASSISTANT SUPERINTENDENT	AREA ASSISTANT SUPERINTENDENTS	01	683.31
P15-02806	CDW-G C/O MICHAEL STILLE	PRINTERS FOR CLASSROOMS	OAK RIDGE ELEMENTARY SCHOOL	01	155.42
P15-02807	LAKESHORE LEARNING CORP ATTENTION: JON BELL	VANG INSTR MATERIALS	JAMES W MARSHALL ELEMENTARY	01	248.03
P15-02808	SCHOLASTIC, INC. ORDER DESK	PEIXOTO SCHOLASTIC BOOKS CLASSROOM	JAMES W MARSHALL ELEMENTARY	01	140.89
P15-02809	SCHOOL DATEBOOKS, INC	PLANNERS FOR STUDENTS	JAMES W MARSHALL ELEMENTARY	01	821.84
P15-02810	SCHOLASTIC, INC. ORDER DESK	iREADY SUBSCRIPTION	JOHN H. STILL - K-8	01	7,052.50

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02811	PERMA-BOUND INC	CLASSROOM NOVELS FOR ROOM 12	MATSUYAMA ELEMENTARY SCHOOL	01	11.91
P15-02812	GOPHER SPORT	Sports equipment for "Fuel Up to Play 60"	HEALTH PROFESSIONS HIGH SCHOOL	01	154.43
P15-02813	LAKESHORE LEARNING CORP ATTENTION: JON BELL	FIRST 5 CLASSROOM SUPPLIES - THERESA PEREZ	CHILD DEVELOPMENT PROGRAMS	12	914.84
P15-02814	TEACHERS DISCOVERY INC	SUPPLIES FOR SPANISH CLASS	ROSEMONT HIGH SCHOOL	01	324.04
P15-02815	CAROLINA BIOLOGICAL SUPPLY CO	Carolina.com Science Supplies	THE MET	09	660.15
P15-02817	US SCHOOL SUPPLY INC	CAASPP PENCILS FOR STUDENTS	SUSAN B. ANTHONY ELEMENTARY	01	81.25
P15-02818	U S BANK/SCUSD	BOOKS FOR D. HUSCHER	AREA ASSISTANT SUPERINTENDENTS	01	68.50
P15-02819	U S BANK/SCUSD	MUSEUM OF TOLERANCE ENTER FEES - CJA 3-20-15	JOHN F. KENNEDY HIGH SCHOOL	01	105.00
P15-02820	SOUTHPAW ENTERPRISES	STUDENT ORTHOPEDIC ITEMS (SMITHSON)	SP ED - TECHNOLOGIST	01	99.57
P15-02821	NASCO	HEALTH & MEDICAL ACADEMY - SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,909.93
P15-02822	U S BANK/SCUSD	24HOURWRISTBANDS.COM	LEATAATA FLOYD ELEMENTARY	01	199.94
P15-02823	BARNES & NOBLE BOOKSTORE	COMMON CORE TEACHING DICTIONARIES RM 14/22	CAMELLIA BASIC ELEMENTARY	01	1,533.02
P15-02824	SCHOLASTIC, INC. ORDER DESK	FIRST GRADE CLASSROOM BOOKS	MATSUYAMA ELEMENTARY SCHOOL	01	58.59
P15-02825	MOORE MEDICAL CORP ACCT #17186 47	HMS ACADEMY - SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,204.29
P15-02826	RIVERSIDE PUBLISHING CO INC	WJ-III BATTERY FORM A	SPECIAL EDUCATION DEPARTMENT	01	3,538.84
P15-02827	LUCILLE COLQUHOUN dba SCREEN IT	SCREEN IT	LEATAATA FLOYD ELEMENTARY	01	1,795.00
P15-02828	ALL WEST COACHLINES INC	FIELD TRIP TO CSUS/SES STUDENTS	ACADEMIC ACHIEVEMENT	01	776.83
P15-02829	STATE OF CALIFORNIA DEPT. OF CONSUMER AFFAIRS	CEU CERTIFICATE RENEWAL	HEALTH SERVICES	01	300.00
P15-02830	COTTON SHOPPE	GEAR FOR BAND-WASSUM	SUTTER MIDDLE SCHOOL	01	520.96
P15-02831	PRICE CHARITIES	URBAN EDUCATION DIALOGUE - UED PRICE CHARITIES	SUPERINTENDENT'S OFFICE	01	2,000.00
P15-02832	METRO-MAILING SERVICE, INC.	KINDER READINESS SUMMER ACADEMY POST CARD	CHILD DEVELOPMENT PROGRAMS	12	1,354.43
P15-02833	RUDERMAN & KNOX LLP	SPEC ED SETTLEMENT AGREEMENT - G. Hornback	ADMIN-LEGAL COUNSEL	01	8,500.00
P15-02834	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	basketball league fees	JOHN H. STILL - K-8	01	1,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02835	EL DORADO METALWORKS	0390-405-0217 WOODBINE PORT REPAIRS/GUARDRAILS	FACILITIES SUPPORT SERVICES	21	10,550.00
P15-02836	FOLSOM CHEVROLET	PURCHASE OF MAINTENANCE VEHICLE	FACILITIES MAINTENANCE	49	27,640.38
P15-02837	ADI	FIRE ALARM MATERIALS	FACILITIES MAINTENANCE	21	3,432.85
P15-02838	EL DORADO METALWORKS	0272-405-0163 PARKWAY GUARDRAILS	FACILITIES SUPPORT SERVICES	01	8,950.00
P15-02839	BATTERIES PLUS	BATTERIES PLUS BULBS	WEST CAMPUS	01	488.25
P15-02840	U S BANK/SCUSD	SHIFFLEREQUIP.COM/S.P.O. M	LEATAATA FLOYD ELEMENTARY	01	43.84
P15-02841	CDW-G C/O MICHAEL STILLE	HP ZBOOK LAPTOP CONSTRUCTION TECH@ WOODWARD	CAREER & TECHNICAL PREPARATION	01	50,855.78
P15-02842	APPLE COMPUTER INC K-12 EDUCATION	STUDENT COMPUTERS FOR STUDENT USE	CAMELLIA BASIC ELEMENTARY	01	29,260.36
P15-02843	APPLE COMPUTER INC K-12 EDUCATION	APPLE	GEO WASHINGTON CARVER	09	7,391.45
P15-02844	THE CREST THEATRE	Crest Theater	GEO WASHINGTON CARVER	09	1,775.00
P15-02846	NWN CORPORATION	LAPTOPS FOR FACILITIES	FACILITIES SUPPORT SERVICES	49	4,265.54
P15-02847	EPIC SPORTS INC	BASKETBALL UNIFORMS	ROSA PARKS MIDDLE SCHOOL	01	746.18
P15-02848	NORTHSTAR AV	LAMPS FOR LCD PROJECTORS IN CLASSROOMS	JOHN CABRILLO ELEMENTARY	01	2,343.60
P15-02849	BARNES & NOBLE BOOKSTORE	CLASSROOM RESOURCE BOOKS	LUTHER BURBANK HIGH SCHOOL	01	269.11
P15-02850	TEAM OUTFITTERS LLC	ACADEMY LAW & SOCIAL JUSTICE UNIFORM/SHIRTS	LUTHER BURBANK HIGH SCHOOL	01	1,022.92
P15-02851	SARAH YOUNG	SETTLEMENT 2014110501 YOUNG	SPECIAL EDUCATION DEPARTMENT	01	25,000.00
P15-02852	Karleen Vollherbst	REIMBURSEMENT/KARLEEN VOLHERBST	LEATAATA FLOYD ELEMENTARY	01	443.33
P15-02853	INLINE DIESEL REPAIR	VEHICLE REPAIRS TO TRUCK #83	FACILITIES MAINTENANCE	01	1,985.36
P15-02854	RISO PRODUCTS OF SACRAMENTO	RISO AGREEMENT	WOODBINE ELEMENTARY SCHOOL	01	100.00
P15-02855	RISO PRODUCTS OF SACRAMENTO	RISO PRODUCTS OF SACRAMENTO	WEST CAMPUS	01	946.00
P15-02856	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGRMT INV NO 137237 & 137236	CAMELLIA BASIC ELEMENTARY	01	850.00
P15-02857	RISO PRODUCTS OF SACRAMENTO	RISO INK-RZ	FERN BACON MIDDLE SCHOOL	01	102.60
P15-02858	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT INVOICE NO 135009	CAMELLIA BASIC ELEMENTARY	01	250.00
P15-02859	FIRST BOOK ATTN FBNBB PAYMENTS	BOARD BOOKS FOR HOME VISITOR FAMILIES	CHILD DEVELOPMENT PROGRAMS	12	102.60
P15-02860	PARENT/TEACHER HOME VISIT PROJECT	TITLE II - ST. ROBERT PD	CONSOLIDATED PROGRAMS	01	1,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02861	CITY OF SACRAMENTO REVENUE DIVISION	CROSSING GUARD SERVICES OCT TO DEC 2014	MATSUYAMA ELEMENTARY SCHOOL	01	2,579.12
P15-02862	KIM HAAS	REIMBURSEMENT FOR KIM HAAS STUDENT STORE ITEMS	SUSAN B. ANTHONY ELEMENTARY	01	696.61
P15-02863	NWN CORPORATION	PRINTER FOR CLASSROOMS	LUTHER BURBANK HIGH SCHOOL	01	3,124.80
P15-02864	NORMAN WRIGHT MECHANICAL EQUIP	CAL MIDDLE REPLACEMENT PARTS FOR HVAC UNIT	FACILITIES MAINTENANCE	01	4,400.39
P15-02865	CDW-G C/O MICHAEL STILLE	EPSON PL 97 XGA 2700 LUM	WEST CAMPUS	01	5,305.66
P15-02866	CDW-G C/O MICHAEL STILLE	PRINTER FOR SD/DD CLASS (SANNCHEZ)	SPECIAL EDUCATION DEPARTMENT	01	135.05
P15-02867	CDW-G C/O MICHAEL STILLE	ADOBE ACROBAT LICENSES	INTEGRATED COMMUNITY SERVICES	01	211.89
P15-02868	U S BANK/SCUSD	RED BLAZERS FOR CSI/SKILLS USA COMPETITION	ACADEMIC ACHIEVEMENT	01	1,088.51
P15-02869	APPLE COMPUTER INC K-12 EDUCATION	APPLE IPAD CLASSROOM INSTRUCTION; SAVED \$221.30	JAMES W MARSHALL ELEMENTARY	01	4,087.90
P15-02870	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER FOR TPP OFFICE	SPECIAL EDUCATION DEPARTMENT	01	103.06
P15-02871	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE DEPOT-PRINTER/SHELF	WEST CAMPUS	01	141.04
P15-02872	ACADEMIC THERAPY PUBLICATION	VISUAL PERCEPTION TEST -3	SPECIAL EDUCATION DEPARTMENT	01	285.12
P15-02873	TNT's Screen Printing, LLC	CUSTOM T-SHIRTS FOR CALIFORNIA THURSDAYS 4/24/15	NUTRITION SERVICES DEPARTMENT	13	3,973.32
P15-02874	FREY SCIENTIFIC	FROGS FOR SCIENCE CLASS-LEE	SUTTER MIDDLE SCHOOL	01	320.25
P15-02875	LIFE ASSIST INC	CNA PROG: BOOKSTORE RESALE	NEW SKILLS & BUSINESS ED. CTR	11	1,074.30
P15-02876	FIRST CLASS BOOKS	CNA PROG INSTRUCTIONAL BOOKSTORE RESALE	NEW SKILLS & BUSINESS ED. CTR	11	516.00
P15-02877	U S BANK/SCUSD	HMS ACADEMY - HEALTH DVD'S	HIRAM W. JOHNSON HIGH SCHOOL	01	64.89
P15-02878	U S BANK/SCUSD	HMS ACADEMY - SUTURE TRAINING	HIRAM W. JOHNSON HIGH SCHOOL	01	169.75
P15-02879	GRAINGER INC ACCOUNT #80927635 5	HIRAM JOHNSON AUDITORIUM FIRE MARSHALL VIOLATIONS	FACILITIES MAINTENANCE	01	1,369.57
P15-02880	U S BANK/SCUSD	BURBANK GARDEN MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	594.16
P15-02882	CURRICULUM ASSOCIATES LLC	TO PURCHASE I-READY INTERVENTION PROGRAM	O. W. ERLEWINE ELEMENTARY	01	8,940.00
P15-02883	BARNES & NOBLE BOOKSTORE	HOW CHILDREN SUCCEED	PARKWAY ELEMENTARY SCHOOL	01	22.96
P15-02884	HEINEMANN PUBLISHING	INSTRUCTIONAL MATERIALS	CESAR CHAVEZ INTERMEDIATE	01	311.06

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02885	BARNES & NOBLE BOOKSTORE	BOOK ORDER FOR SCHOOL - DAVE VAN NATTEN	JOHN F. KENNEDY HIGH SCHOOL	01	11,653.72
P15-02886	BARNES & NOBLE BOOKSTORE	Middle school curriculum	JOHN H. STILL - K-8	01	291.52
P15-02887	AIRGAS-NCN	MATERIALS NEEDED FOR FENCE INSTALLATION	FACILITIES MAINTENANCE	01	153.26
P15-02888	AKT INC DBA WRITER LEARNING SYSTEMS	ADAPTIVE SPEAKING WRITER (STEWART)	SP ED - TECHNOLOGIST	01	318.12
P15-02889	APPLE INC Apple Financial Services	Apple Lap Top Lease Agreement	PHOEBE A HEARST BASIC ELEM.	01	30,921.67
P15-02890	U S BANK/SCUSD	HEALTH ACADEMY - CHEMISTRY SUPPLIES; SAVED \$57.06	HIRAM W. JOHNSON HIGH SCHOOL	01	790.30
P15-02891	U S BANK/SCUSD	PARTS FOR PRINTER/COUNSELING OFFICE	JOHN F. KENNEDY HIGH SCHOOL	01	36.28
P15-02892	U S BANK/SCUSD	CUSTOM BUTTOMS FOR CA. THURS. 4/24/15	NUTRITION SERVICES DEPARTMENT	13	203.62
P15-02893	B & H PHOTO-VIDEO	WIRELESS SPEAKER FOR LPPA COURT PROCEEDINGS	C. K. McCLATCHY HIGH SCHOOL	01	236.99
P15-02894	BIO CORPORATION	HMS ACADEMY - CORE SCIENCE	HIRAM W. JOHNSON HIGH SCHOOL	01	1,637.05
P15-02895	CAPITOL PLYWOOD INC	WOOD FOR WOODSHOP-BECKER	SUTTER MIDDLE SCHOOL	01	895.98
P15-02896	CDW-G C/O MICHAEL STILLE	MICE & HEADPHONES / STUDENT TECHNOLOGY	WILLIAM LAND ELEMENTARY	01	355.23
P15-02897	CDW-G C/O MICHAEL STILLE	LED MONITOR FOR JANET STERN (WH STAFF)	PURCHASING SERVICES	01	134.17
P15-02898	CLARK SECURITY PRODUCTS INC	SAFE FOR ATHLETIC DIRECTORS OFFICE	HIRAM W. JOHNSON HIGH SCHOOL	01	677.62
P15-02899	SUPPLY WORKS	CLEANSOURCE	LEATAATA FLOYD ELEMENTARY	01	1,943.55
P15-02900	EAI EDUCATION	CALCULATORS FOR INTERGRATED MATH	C. K. McCLATCHY HIGH SCHOOL	01	40,724.99
P15-02901	WIRESMAN FENCE PRODUCTS	PONY EXPRESS KINDER FENCE REPLACEMENT	PONY EXPRESS ELEMENTARY SCHOOL	01	2,574.07
P15-02902	U S BANK/SCUSD	PHYSICS PROJECT SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	181.15
P15-02903	U S BANK/SCUSD	NEWEGG.COM/PRINTERS	LEATAATA FLOYD ELEMENTARY	01	122.48
P15-02904	SYSCO FOOD SVCS OF SACRAMENTO	4548 3/24/15 WATER	NUTRITION SERVICES DEPARTMENT	13	512.74
P15-02905	SCHOOL OUTFITTERS DBA FAT CATA LOG	PROJECTOR SCREEN FOR CLASSROOM	SUTTER MIDDLE SCHOOL	01	156.86
P15-02906	OFFICE DEPOT/EASTMAN ACCT. #89 574939	REPLACEMENT CHAIRS - OFFICE DEPOT	TRANSPORTATION SERVICES	01	1,712.07
P15-02907	SCHOOL OUTFITTERS DBA FAT CATA LOG	HEADPHONES FOR READ 180 PROGRAM	WILL C. WOOD MIDDLE SCHOOL	01	309.23
P15-02908	U S BANK/SCUSD	JCBA FIELD TRIP TO RALEY FIELD	HIRAM W. JOHNSON HIGH SCHOOL	01	452.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02909	SACRAMENTO REGIONAL TRANSIT DISTRICT FARE PREPAYMENT DEPT	BUS TICKETS	INTEGRATED COMMUNITY SERVICES	01	3,600.00
P15-02910	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	354.24
P15-02911	NORTHSTAR AV	Epson replacement lamp	GENEVIEVE DIDION ELEMENTARY	01	1,406.16
P15-02912	LAKESHORE LEARNING MATERIALS	JARVIS LAKESHORE LANGUAGE ARTS	JAMES W MARSHALL ELEMENTARY	01	383.32
P15-02913	JONES SCHOOL SUPPLY CO INC	AWARDS MEDALS	MARTIN L. KING JR ELEMENTARY	01	403.25
P15-02914	LAKESHORE LEARNING CORP ATTENTION: JON BELL	BUTLER INSTR MATERIALS	JAMES W MARSHALL ELEMENTARY	01	191.78
P15-02915	LAKESHORE LEARNING CORP ATTENTION: JON BELL	MING INSTR MATERIAL	JAMES W MARSHALL ELEMENTARY	01	98.37
P15-02916	DIDAX EDUCATIONAL RESOURCES	INSTRUCTIONAL MATERIALS FOR MATH	WOODBINE ELEMENTARY SCHOOL	01	518.88
P15-02917	M-F ATHLECTIC COMPANY INC	SHOT PUTS FOR TRACK	SUTTER MIDDLE SCHOOL	01	50.16
P15-02918	PREMIER AGENDAS INC NATIONAL SALES SUPPORT	STUDENT PLANNERS	WOODBINE ELEMENTARY SCHOOL	01	1,766.57
P15-02919	ORIENTAL TRADING CO INC	LD CLASS REWARDS (YALAN)	SPECIAL EDUCATION DEPARTMENT	01	42.54
P15-02920	SHIFFLER EQUIPMENT SALES, INC	PURCHASE CHALKBOARDS FOR CLASSROOMS(WALDORF)	A. M. WINN ELEMENTARY SCHOOL	01	2,308.97
P15-02921	SPORT SUPPLY GROUP, INC.	REPLACE WORN BASKETBALL NETS	WOODBINE ELEMENTARY SCHOOL	01	38.05
P15-02922	LAKESHORE LEARNING CORP ATTENTION: JON BELL	supplies for room 18	JOHN H. STILL - K-8	01	44.40
P15-02923	RISO PRODUCTS OF SACRAMENTO	RISO INK & MASTERS	FATHER K.B. KENNY	01	857.15
P15-02924	DOWNTOWN FORD	MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	49	249,908.78
P15-02925	FOLSOM CHEVROLET	MAINTENANCE VEHICLES	FACILITIES MAINTENANCE	49	48,820.80
P15-02926	HENGHELD MOTOR CO. INC	MAINTENANCE VEHICLE; SAVED \$935.70	FACILITIES MAINTENANCE	49	26,183.88
P15-02927	U S BANK/SCUSD	posterboards for kindergarten graduation	JOHN H. STILL - K-8	01	138.92
P15-02928	U S BANK/SCUSD	PARENT ED. PROGRAM	A.WARREN McCLASKEY ADULT	11	156.76
P15-02929	INTERNATIONAL BACCALAUREATE	I.B. CANDIDATE FEE	KIT CARSON MIDDLE SCHOOL	01	4,000.00
P15-02930	FIRST ATTN: FINANCE	FIRST REGISTRATION FOR JOH F. KENNEDY/ ROBOTICS	ACADEMIC ACHIEVEMENT	01	5,000.00
P15-02931	LIMINEX INC	Liminix Inc. GoGuardian Software	THE MET	09	2,826.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02932	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COMPUTER HEADPHONES	H.W. HARKNESS ELEMENTARY	01	635.35
P15-02933	ALDRIDGE FOLDERS INC	SCHOOL/HOME COMMUNICATION FOLDERS	O. W. ERLEWINE ELEMENTARY	01	566.33
P15-02934	LEARNING A-Z	INSTRUCTIONAL MATERIALS - ELA	WOODBINE ELEMENTARY SCHOOL	01	99.95
P15-02935	REALLY GOOD STUFF	IRINA INTERVENTION MATERIAL	JAMES W MARSHALL ELEMENTARY	01	199.51
P15-02936	DEMCO INC #C16027	LIBRARY SUPPLIES FOR CARE OF BOOKS	C. K. McCLATCHY HIGH SCHOOL	01	516.92
P15-02937	GALE/CENGAGE LEARNING	LIBRARY BOOKS	C. K. McCLATCHY HIGH SCHOOL	01	463.12
P15-02938	FOLLETT SCHOOL SOLUTIONS	LIBRARY BOOKS	C. K. McCLATCHY HIGH SCHOOL	01	4,081.87
P15-02939	GALE/CENGAGE LEARNING	LIBRARY ENCYCLOPEDIA ORDER	C. K. McCLATCHY HIGH SCHOOL	01	819.08
P15-02940	TRIMARK ECONOMY RESTAURANT FIX TURES	INSULTD STNLESS STEEL HOT CABINET VAR SCHOOLS	NUTRITION SERVICES DEPARTMENT	13	35,642.25
P15-02941	TRIMARK ECONOMY RESTAURANT FIX TURES	BEV AIR SCHOOL MILK COOLER FOR VAR. SITES	NUTRITION SERVICES DEPARTMENT	13	43,686.44
P15-02942	TRIMARK ECONOMY RESTAURANT FIX TURES	CUSTOM STAINLESS STEEL SINK FOR HOLLYWOOD PARK	NUTRITION SERVICES DEPARTMENT	13	2,597.22
P15-02943	TRIMARK ECONOMY RESTAURANT FIX TURES	INSULATED CABINETS FOR VANS	NUTRITION SERVICES DEPARTMENT	13	3,187.73
P15-02944	ELSEVIER SCIENCE BOOK ORDER FU LFILLMENT DEPT	INSTRUCTIONAL BOOK FOR OPTOMETRIC PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	2,524.90
P15-02945	ROCHESTER 100, INC	NICKYS COMMUNICATOR FOLDERS	H.W. HARKNESS ELEMENTARY	01	702.54
P15-02946	BARNES & NOBLE BOOKSTORE	WEBSTER DICTIONARY - ROSE MOYA	CHILD DEVELOPMENT PROGRAMS	12	21.42
P15-02947	IDEAL ATHLETICS LLC	TEAM SHIRTS	SAM BRANNAN MIDDLE SCHOOL	01	2,061.72
P15-02948	ROCHESTER 100, INC	POCKET FOLDERS	WOODBINE ELEMENTARY SCHOOL	01	596.75
P15-02949	THERAPY SHOPPE	BUTLER SPECIAL ED SUPPLIES	JAMES W MARSHALL ELEMENTARY	01	54.64
P15-02950	KIDS DISCOVER	NOWAK LANGUAGE ARTS INTERVENTION	JAMES W MARSHALL ELEMENTARY	01	346.05
P15-02951	CDW-G C/O MICHAEL STILLE	CLASSROOM PRINTERS AS NEEDED	PHOEBE A HEARST BASIC ELEM.	01	150.27
P15-02952	EMC PARADIGM ATTN CUSTOMER CAR E	PHARM. TECH. PROG. INSTRUCTIONAL BOOKSTORE RESALE	NEW SKILLS & BUSINESS ED. CTR	11	4,276.25
P15-02953	THE BOOKSOURCE	Books for School of Engineering and Sciences	ACADEMIC OFFICE	01	511.85
P15-02954	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC SUBSCRIPTION	BOWLING GREEN ELEMENTARY	09	6,236.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02955	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT EZ220	CROCKER/RIVERSIDE ELEMENTARY	01	243.00
P15-02956	US HEALTHWORKS MEDICAL GROUP	HS PARENT CHEST X-RAY - CATALINA FRANCO	CHILD DEVELOPMENT PROGRAMS	12	55.00
P15-02957	WENDY MONEY	REIMBRUSEMENT/MONEY	LEATAATA FLOYD ELEMENTARY	01	453.00
P15-02958	THOMAS JONES	WAWF - REIMB FOR COLLEGE STATION DRILL CAMP	LUTHER BURBANK HIGH SCHOOL	01	4,093.50
P15-02959	WESTERN CONTRACT FURNISHERS IN	CHAIRS AND CHAIR ARM CAPS	FACILITIES SUPPORT SERVICES	01	11,784.21
P15-02960	AIR QUALITY MANAGEMENT DIST.	PERMIT TO OPERATE RENEWAL FEES FY 14/15	FACILITIES MAINTENANCE	01	23,562.00
P15-02961	D7 ROOFING SERVICES INC	0040-405-0131 CB WIRE MP (STAGE) ROOFING	FACILITIES SUPPORT SERVICES	21	33,043.00
P15-02962	STUDEBAKER BROWN ELECTRIC INC	CAMELLIA- INSTALLATION OF CONDUIT	FACILITIES MAINTENANCE	21	3,309.70
P15-02963	NEXT LEVEL WAREHOUSE SOLUTIONS	SHELVING SYSTEM FOR FACILITIES WAREHOUSE	FACILITIES MAINTENANCE	49	7,032.73
P15-02964	RUDERMAN & KNOX LLP	SPEC ED SETTLEMENT AGREEMENT - D. Young	ADMIN-LEGAL COUNSEL	01	10,000.00
P15-02965	DEPT OF GENERAL SERVICES	0138-404 MLK 02-49558 DSA RE-OPEN FEES	FACILITIES SUPPORT SERVICES	49	500.00
P15-02966	RAINFORTH GRAU ARCHITECTS	703-0510/MCCLATCHY GYM HVAC REIMBURSEABLE	FACILITIES SUPPORT SERVICES	21	607.69
P15-02967	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	6TH GR SCIENCE FIELD TRIP	OAK RIDGE ELEMENTARY SCHOOL	01	16,495.00
P15-02968	MICHELLE PETERS	VOCATIONAL ED PROGRAM	SPECIAL EDUCATION DEPARTMENT	01	481.84
P15-02969	HAJOCA CORPORATION	EI BAKER REPLACEMENT WATER HEATER	FACILITIES MAINTENANCE	01	1,748.89
P15-02970	HI LINE ELECTRIC CO ATTENTION: ROSS / RANDY	MCCLASKY REPLACEMENT ELECTRICAL PANEL	FACILITIES MAINTENANCE	01	1,019.66
P15-02971	NEW HOME BUILDING SUPPLY INC	CAL MIDDLE BULLETIN BOARDS	FACILITIES MAINTENANCE	01	1,747.61
P15-02972	C. R. LAURENCE CO.	CAL MIDDLE BULLETIN BOARDS	FACILITIES MAINTENANCE	01	897.62
P15-02973	MIND RESEARCH INSTITUTE	MIND RESEARCH INSTITUTE	LEATAATA FLOYD ELEMENTARY	01	8,787.00
P15-02974	U S BANK/SCUSD	NEWEGG(VGA CABLE)	LEATAATA FLOYD ELEMENTARY	01	20.35
P15-02975	U S BANK/SCUSD	AMAZON	LEATAATA FLOYD ELEMENTARY	01	154.70
P15-02976	CURRICULUM ASSOCIATES LLC	I-READY MATH & READING	LEATAATA FLOYD ELEMENTARY	01	9,900.00
P15-02977	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	CONFIRMING: 2015 ACADEMIC DECATHLON FEES	JOHN F. KENNEDY HIGH SCHOOL	01	20.00

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02978	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	REC HEALTH PERMIT	C. K. McCLATCHY HIGH SCHOOL	01	401.00
P15-02979	APPLE INC Apple Financial Services	APPLE TV & HDMI CABLE FOR TEACHERS CORE PD	C. K. McCLATCHY HIGH SCHOOL	01	116.10
P15-02981	U S BANK/SCUSD	PROJECTOR BULB FOR CLASSROOM	SUTTER MIDDLE SCHOOL	01	161.67
P15-02982	U S BANK/SCUSD	SPEAKER/AUDIO EQUIPMENT	HUBERT H BANCROFT ELEMENTARY	01	178.76
P15-02983	DEPT OF GENERAL SERVICES	0550-405-0102 SACRAMENTO HS POOL BARRIER REMOVAL	FACILITIES SUPPORT SERVICES	21	892.43
P15-02984	DEPT OF GENERAL SERVICES	0550-405-0102 SACRAMENTO HS POOL-ALTERATION	FACILITIES SUPPORT SERVICES	21	1,039.34
P15-02985	MARI INC	4th grade instructional material	MARK TWAIN ELEMENTARY SCHOOL	01	2,227.41
P15-02986	SCHOLASTIC, INC. ORDER DESK	6th grade instructional materials	MARK TWAIN ELEMENTARY SCHOOL	01	1,667.59
P15-02987	SCHOLASTIC, INC. ORDER DESK	1st grade instructional material	MARK TWAIN ELEMENTARY SCHOOL	01	2,074.13
P15-02988	SCHOLASTIC, INC. ORDER DESK	sdic instructional material	MARK TWAIN ELEMENTARY SCHOOL	01	88.67
P15-02989	LAKESHORE LEARNING CORP ATTENTION: JON BELL	sdic instructional material	MARK TWAIN ELEMENTARY SCHOOL	01	571.01
P15-02990	SCHOLASTIC, INC. ORDER DESK	2nd grade instructional material	MARK TWAIN ELEMENTARY SCHOOL	01	1,981.89
P15-02991	CONTINENTAL ATHLETIC SUPPLY	CONDITIONING FOR FOOTBALL UNIFORMS	C. K. McCLATCHY HIGH SCHOOL	01	4,950.47
P15-02993	OFFICE DEPOT/EASTMAN ACCT. #89 574939	TONER FOR CLASSROOM/CULINARY	JOHN F. KENNEDY HIGH SCHOOL	01	143.00
P15-02994	UBER PRINTS	Basketball Lunch Time Hoops	MARTIN L. KING JR ELEMENTARY	01	415.52
P15-02995	BATTERY SYSTEMS	BATTERIES FOR AUTO SCRUBBER	SUTTER MIDDLE SCHOOL	01	578.24
P15-02996	U S BANK/SCUSD	LUCNH FOR SES TIER I ATTENDEES	ACADEMIC OFFICE	01	300.00
P15-02997	AMADOR STAGE LINES INC	JCBA - TRANSPORTATION TO RALEY FIELD	HIRAM W. JOHNSON HIGH SCHOOL	01	603.52
P15-02998	NWN CORPORATION	REPLACEMENT COMPUTER EQUIPMENT	FACILITIES MAINTENANCE	01	1,776.00
P15-02999	NWN CORPORATION	TO REPLACE BROKEN PRINTER	OPERATIONS SUPPORT SERNA	01	404.71
P15-03000	APPLE COMPUTER INC K-12 EDUCATION	APPLE MACBOOK AIR 13" FOR INSTRUCTION	H.W. HARKNESS ELEMENTARY	01	2,431.33
P15-03001	APPLE COMPUTER INC K-12 EDUCATION	I-PAD MINI & APPS (SWARENS)	SP ED - TECHNOLOGIST	01	661.32
P15-03002	APPLE COMPUTER INC K-12 EDUCATION	I-PAD MINI & APPS (CAVITT)	SP ED - TECHNOLOGIST	01	661.32

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03003	APPLE COMPUTER INC K-12 EDUCATION	I-PAD MINI & APPS (R. WILLIAMS)	SP ED - TECHNOLOGIST	01	661.32
P15-03004	APPLE COMPUTER INC K-12 EDUCATION	I-PAD MINI & APPS (IBAROLLA)	SP ED - TECHNOLOGIST	01	661.32
P15-03005	APPLE COMPUTER INC K-12 EDUCATION	SACRAMENTO HIGH SCHOOL/SARAVIA/APPLE COMPUTERS	CAREER & TECHNICAL PREPARATION	01	52,338.13
P15-03006	NWN CORPORATION	PRINTERS FOR COMPUTER LAB / LIBRARY / CLASSROOM	MATSUYAMA ELEMENTARY SCHOOL	01	637.98
P15-03007	CDW-G C/O MICHAEL STILLE	PRINTER/SCANNER FOR NEW ACCOUNTING SPECIALIST	ACCOUNTING SERVICES DEPARTMENT	01	671.45
P15-03008	APPLE INC Apple Financial Services	MACBOOK AIR; SAVED \$179.94	GENEVIEVE DIDION ELEMENTARY	01	19,150.85
P15-03009	NWN CORPORATION	CLASSROOM PRINTERS	HOLLYWOOD PARK ELEMENTARY	01	478.49
P15-03010	RISO PRODUCTS OF SACRAMENTO	RISO COLLATING MACHINE FOR ORGANIZING STUDENT WORK	CAMELLIA BASIC ELEMENTARY	01	2,164.58
P15-03011	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	MICROPHONE SYSTEM FOR STUDENT USE	CAMELLIA BASIC ELEMENTARY	01	1,991.10
P15-03012	SOKIKOM	SOKIKOM CC MATH PROGRAM 1 YEAR	O. W. ERLEWINE ELEMENTARY	01	12,500.00
P15-03013	UNITED PARTY RENTS INC	PROMOTION CEREMONY RENTALS	CAMELLIA BASIC ELEMENTARY	01	106.00
P15-03014	4 IMPRINT INC	PROMOTIONAL BAGS FOR STUDENT CONFERENCE	SPECIAL EDUCATION DEPARTMENT	01	390.91
P15-03015	HERFF JONES INC	Herff Jones Diploma	THE MET	09	12.23
P15-03016	BARNES & NOBLE BOOKSTORE	BOOK FOR ASPIRE	DEPUTY SUPERINTENDENT	01	10.37
P15-03017	MOORE MEDICAL CORP ACCT #17186 47	MEDICAL SUPPLIES	ETHEL I. BAKER ELEMENTARY	01	118.98
P15-03018	BAUDVILLE	KEYCHAINS FOR TEACHER APPRECIATION	NEW TECH	09	123.50
P15-03019	U S BANK/SCUSD	CUSTOM TOTES FOR CA. THURS. 4/24/15	NUTRITION SERVICES DEPARTMENT	13	841.96
P15-03020	RAPS % WEST VALLEY COLLEGE	COURT REPORTING/RAPS DUES	NEW SKILLS & BUSINESS ED. CTR	11	150.00
P15-03021	ST HOPE SACRAMENTO CHARTER	ST HOPE CHARGES	AFTER SCHOOL SERVICES	01	2,038.94
P15-03022	U S BANK/SCUSD	WOOD CRATES FOR CA. THURS. 4/24/15	NUTRITION SERVICES DEPARTMENT	13	372.61
P15-03023	SYNHORST SALES	CAROLINE WENZEL HVAC CONTROL BOARD	FACILITIES MAINTENANCE	01	807.42
P15-03024	INLINE DIESEL REPAIR	REPAIRS TO MAINTENANCE VEHICLE GZ 52	FACILITIES MAINTENANCE	01	912.25
P15-03025	ACCREDITING COMMISSION FOR SCHOOLS	WASC REVISIT FEE	LUTHER BURBANK HIGH SCHOOL	01	760.00

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03026	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	SWIMMING POOL - REINSPECTION	LUTHER BURBANK HIGH SCHOOL	01	213.00
P15-03027	SACRAMENTO COUNTY	COUNTY OF SAC HAZ WASTE PERMIT FEE	LUTHER BURBANK HIGH SCHOOL	01	874.00
P15-03028	ALL WEST COACHLINES INC	FIELD TRIP STOCKTON CHILDREN'S MUSEUM	BOWLING GREEN ELEMENTARY	09	1,246.55
P15-03029	ALL WEST COACHLINES INC	FIELD TRIP TRANSPORTATION - COLOMA MARSHALL PARK	BOWLING GREEN ELEMENTARY	09	1,568.00
P15-03030	DEPT OF GENERAL SERVICES	02-102306/MAPLE ES-REOPEN DSA FILE TO CERTIFY	FACILITIES SUPPORT SERVICES	21	500.00
P15-03031	DEPT OF GENERAL SERVICES	702-0505/GW CARVER-RAINWATER FILTER-DSA FEES	FACILITIES SUPPORT SERVICES	25	1,301.56
P15-03032	DEPT. OF GENERAL SERVICES	02-102306/MAPLE ES-ALTERATIONS - DSA FEES	FACILITIES SUPPORT SERVICES	21	410.13
P15-03033	IAN JOHNSON	REIMBURSEMENT FOR SUPPLIES I. JOHNSON	NEW JOSEPH BONNHEIM	09	745.63
P15-03034	WESTERN STATES GLASS CORP	MATERIALS NEEDED FOR GLAZING SHOP	FACILITIES MAINTENANCE	01	11,610.37
P15-03035	CLARK SECURITY PRODUCTS INC	MATERIALS NEEDED FOR LOCKSMITHS	FACILITIES MAINTENANCE	01	12,219.60
P15-03036	ADI	CAMERAS FOR FACILITIES PORTABLE	FACILITIES MAINTENANCE	01	5,865.97
P15-03038	U S BANK/SCUSD	O,T, THERAPY EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	121.79
P15-03039	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SOKOLIS SP ED SUPPLIES	JAMES W MARSHALL ELEMENTARY	01	191.58
P15-03040	SCHOOL OUTFITTERS DBA FAT CATA LOG	HEADPHONES FOR COMPUTER TESTING	FATHER K.B. KENNY	01	687.40
P15-03041	MOORE MEDICAL CORP ACCT #17186 47	FIRST AID SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	199.25
P15-03042	INK SPOTS N DOTS	BEL NEWSLETTER (INV 212210)	SPECIAL EDUCATION DEPARTMENT	01	3,712.50
P15-03043	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	UNITED STATES FLAG FOR FRONT OF SCHOOL	SUTTERVILLE ELEMENTARY SCHOOL	01	16.59
P15-03044	SCHOLASTIC, INC. ORDER DESK	Kindergarten Scholastic instructional	MARK TWAIN ELEMENTARY SCHOOL	01	2,043.00
P15-03045	SCHOLASTIC MAGAZINES	5th grade instructional materials	MARK TWAIN ELEMENTARY SCHOOL	01	1,345.27
P15-03046	LAKESHORE LEARNING CORP ATTENTION: JON BELL	rsp instructional materials/	MARK TWAIN ELEMENTARY SCHOOL	01	164.12
P15-03047	READ NATURALLY INC	rsp instructional material	MARK TWAIN ELEMENTARY SCHOOL	01	469.70

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03048	SOUTHPAW ENTERPRISES	OCC THERAPY MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	1,701.46
P15-03049	ABILITATIONS	OCC THERAPY MTRLS	SPECIAL EDUCATION DEPARTMENT	01	31.47
P15-03050	FLAGHOUSE INC	OCC THERAPY MTRLS	SPECIAL EDUCATION DEPARTMENT	01	92.56
P15-03051	BARNES & NOBLE BOOKSTORE	ARAI INTERVENTION BOOKS	JAMES W MARSHALL ELEMENTARY	01	157.25
P15-03052	REALLY GOOD STUFF	STUMP CLASSROOM MATERIALS INTERVENTION	JAMES W MARSHALL ELEMENTARY	01	31.30
P15-03053	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	NOUCHI PE EQUIPMENT	JAMES W MARSHALL ELEMENTARY	01	442.14
P15-03054	OFFICE DEPOT/EASTMAN ACCT. #89 574939	POSTAGE STAMPS	CALIFORNIA MIDDLE SCHOOL	01	393.00
P15-03055	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC BOOKS	NICHOLAS ELEMENTARY SCHOOL	01	3,003.70
P15-03056	SCHOLASTIC, INC. ORDER DESK	PEIXOTO SCHOLASTIC BOOKS	JAMES W MARSHALL ELEMENTARY	01	197.85
P15-03057	SCHOLASTIC, INC. ORDER DESK	STUMP SCHOLASTIC BOOKS	JAMES W MARSHALL ELEMENTARY	01	50.00
P15-03058	SCHOLASTIC, INC. ORDER DESK	CLASSROOM NOVELS FOR 4TH GRADE, RM 12	MATSUYAMA ELEMENTARY SCHOOL	01	21.37
P15-03059	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	california flag	MARK TWAIN ELEMENTARY SCHOOL	01	42.32
P15-03060	PLANK ROAD PUBLISHING	MUSIC K-8 SUBSCRIPTION	GENEVIEVE DIDION ELEMENTARY	01	152.20
P15-03061	BARNES & NOBLE BOOKSTORE	MUSIC CD AND BOOKS FOR 4TH GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	28.67
P15-03062	U S BANK/SCUSD	UPS/RETURN MERCHANDISE	SUTTER MIDDLE SCHOOL	01	9.23
Total Number of POs			474	Total	3,617,034.20

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	374	1,269,484.22
09	Charter School	18	40,796.01
11	Adult Education	9	10,513.64
12	Child Development	6	3,487.68
13	Cafeteria	11	115,732.59
21	Building Fund	46	1,771,489.94
25	Developer Fees	2	2,801.56
49	Capital Proj for Blended Compo	8	402,728.56
Total			3,617,034.20

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B15-00227	250.00	01-5690	General Fund/Other Contracts, Rents, Leases	250.00-
B15-00230	2,800.00	11-4310	Adult Education/Instructional Materials/Suppli	600.00
B15-00239	1,950.00	01-5610	General Fund/Equipment Rental	450.00
B15-00258	250.00	01-5690	General Fund/Other Contracts, Rents, Leases	250.00-
B15-00271	985.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00277	250.00	01-5690	General Fund/Other Contracts, Rents, Leases	250.00-
B15-00292	250.00	01-4331	General Fund/Transportation Repair Parts	250.00-
B15-00403	3,400.00	01-4320	General Fund/Non-Instructional Materials/Su	1,400.00
B15-00411	18,892.34	12-4310	Child Development/Instructional Materials/Suppli	5.00
B15-00414	64,000.00	01-5832	General Fund/Transportation-Field Trips	15,000.00
B15-00468	3,900.00	01-4320	General Fund/Non-Instructional Materials/Su	1,323.25
B15-00488	18,497.00	11-4310	Adult Education/Instructional Materials/Suppli	4,000.00
B15-00495	3,300.00	01-5911	General Fund/Postage	800.00
B15-00513	1,112.39	01-4310	General Fund/Instructional Materials/Suppli	1.34
B15-00559	3,500.00	01-5832	General Fund/Transportation-Field Trips	1,500.00
B15-00561	.00	09-4320	Charter School/Non-Instructional Materials/Su	1,000.00-
B15-00629	9,677.77	01-4310	General Fund/Instructional Materials/Suppli	5,322.23-
B15-00632	750.00	12-5690	Child Development/Other Contracts, Rents, Leases	350.00
B15-00640	14,500.00	01-4333	General Fund/Tires	10,000.00
B15-00675	10,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
B15-00687	1,627.50	01-5800	General Fund/Other Contractual Expenses	1,085.00
B15-00690	1,450.00	01-5831	General Fund/Transportation-Parent Contract	800.00
CHB15-00032	7,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00107	5,400.00	09-4320	Charter School/Non-Instructional Materials/Su	1,500.00
CHB15-00109	4,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
CHB15-00140	4,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
CHB15-00158	9,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB15-00163	7,000.00	12-4320	Child Development/Non-Instructional Materials/Su	620.13
CHB15-00185	11,200.00	09-4310	Charter School/Instructional Materials/Suppli	3,000.00
CHB15-00191	24,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00193	8,700.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00216	7,400.00	01-4310	General Fund/Instructional Materials/Suppli	4,918.90-
		01-4320	General Fund/Non-Instructional Materials/Su	294.91-
			Total PO CHB15-00216	5,213.81-
CHB15-00276	9,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,500.00
CS15-00073	206,600.00	21-6490	Building Fund/Equipment over \$5,000	40,000.00
CS15-00217	29,650.00	01-5100	General Fund/Subagreements for Services abo	1,825.00
CS15-00343	50,000.00	21-6210	Building Fund/Architect/Engineering Fees	8,000.00-
N15-00002	2,120,000.00	01-5100	General Fund/Subagreements for Services abo	645,000.00

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Includes Purchase Orders dated 03/15/2015 - 04/14/2015 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
N15-00016	1,515,000.00	01-5100	General Fund/Subagreements for Services abo	530,000.00
N15-00019	560,000.00	01-5100	General Fund/Subagreements for Services abo	210,000.00
P15-02358	2,001.28	12-5800	Child Development/Other Contractual Expenses	802.12
P15-02519	1,104.00	12-4310	Child Development/Instructional Materials/Suppli	216.99-
P15-02609	13,155.32	01-4310	General Fund/Instructional Materials/Suppli	9.53
P15-02643	3,248.64	13-4320	Cafeteria/Non-Instructional Materials/Su	22.89
P15-02679	228,072.19	13-4410	Cafeteria/Equipment \$500 - \$4,999	550.00
		13-6490	Cafeteria/Equipment over \$5,000	11,375.00
			Total PO P15-02679	11,925.00
P15-02701	203.89	01-4310	General Fund/Instructional Materials/Suppli	95.61
			Total PO Changes	1,483,361.84

Information is further limited to: (Minimum Amount = (999,999.99))

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B15-00723	SIGNATURE REPROGRAPHICS	0844-404/TRANSPORTATION - FIRE ALARM REPLACEMENT	FACILITIES SUPPORT SERVICES	21	800.00
B15-00724	SIGNATURE REPROGRAPHICS	0520-401-0247/HIRAM JOHNSON ROOFING - ERP	FACILITIES SUPPORT SERVICES	21	1,350.00
B15-00725	SIGNATURE REPROGRAPHICS	0300-402/CROCKER RIVERSIDE DAYLIGHTING 4 CLASS RMS	FACILITIES SUPPORT SERVICES	25	505.00
B15-00726	SIGNATURE REPROGRAPHICS	0040-405-0125/CLAYTON B WIRE PLAYFIELD REPAIRS	FACILITIES SUPPORT SERVICES	21	4,500.00
B15-00727	SIGNATURE REPROGRAPHICS	0040-405-0127/CLAYTON B WIRE PLYFIELD STORM DRAIN	FACILITIES SUPPORT SERVICES	21	4,167.92
B15-00728	SIGNATURE REPROGRAPHICS	0032-401/CALEB GREENWOOD-RR (1 BOYS & 1 GIRLS)	FACILITIES SUPPORT SERVICES	21	505.00
B15-00729	SIGNATURE REPROGRAPHICS	0359-405-0150/TAHOE WATERLINE SUPPLY - ERP	FACILITIES SUPPORT SERVICES	21	4,500.00
B15-00730	SIGNATURE REPROGRAPHICS	0420-405-0141/ROSA PARKS ASPHALT OVERLAY-ERP	FACILITIES SUPPORT SERVICES	21	3,552.58
B15-00731	SIGNATURE REPROGRAPHICS	0272-405-0154/PARKWAY MP WATER DAMAGE - ERP	FACILITIES SUPPORT SERVICES	21	7,500.00
B15-00732	SIGNATURE REPROGRAPHICS	0272-401/PARKWAY ES RESTROOM	FACILITIES SUPPORT SERVICES	21	505.00
B15-00733	SIGNATURE REPROGRAPHICS	0272-405-0160/PARKWAY ROOF CANOPIES - ERP	FACILITIES SUPPORT SERVICES	21	7,500.00
B15-00734	SIGNATURE REPROGRAPHICS	0282-404/PHOEBE HEARST FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	814.38
B15-00735	SIGNATURE REPROGRAPHICS	0550-405-0140/SAC HS CONCRETE REPAIRS SW OF CAMPUS	FACILITIES SUPPORT SERVICES	21	5,500.00
B15-00736	SIGNATURE REPROGRAPHICS	0359-405-0119/TAHOE AC PAVING (2015) - ERP	FACILITIES SUPPORT SERVICES	21	4,500.00
B15-00737	SIGNATURE REPROGRAPHICS	0707-0363-1/THEODORE JUDAH TW0-STORY PORTABLE 2014	FACILITIES SUPPORT SERVICES	21	8,484.00
B15-00738	SIGNATURE REPROGRAPHICS	0495-405-0100/WILL C. WOOD PAVING/ASPHALT - ERP	FACILITIES SUPPORT SERVICES	21	3,500.00
B15-00739	SIGNATURE REPROGRAPHICS	0097-401-2/ABRAHAM LINCOLN ROOFING 2015	FACILITIES SUPPORT SERVICES	21	1,010.00
B15-00740	SIGNATURE REPROGRAPHICS	0431-405-0113/FBACON ASPHALT @ FIRE LN/WALKWAY-BG	FACILITIES SUPPORT SERVICES	21	3,500.00
B15-00741	SIGNATURE REPROGRAPHICS	0431-405-0115/FBACON VCT FLOORING IN KITCHEN-ERP	FACILITIES SUPPORT SERVICES	21	3,500.00
B15-00742	SIGNATURE REPROGRAPHICS	0146-402/ISADOR COHEN ARTIFICIAL TURF-PGREEN	FACILITIES SUPPORT SERVICES	25	101.00
B15-00743	SIGNATURE REPROGRAPHICS	0163-404/JOHN CABRILLO ES FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	453.06

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B15-00744	SIGNATURE REPROGRAPHICS	0138-404/MARTIN LUTHER KING JR FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	49	743.00
B15-00745	SIGNATURE REPROGRAPHICS	0582-404/OLD MARSHALL FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	2,000.00
B15-00746	SIGNATURE REPROGRAPHICS	0272-405-0163/PARKWAY GUARDRAILS - ERP	FACILITIES SUPPORT SERVICES	21	7,500.00
B15-00747	SIGNATURE REPROGRAPHICS	0272-405-0161/PARKWAY SITE CONCRETE REPLACE-ERP	FACILITIES SUPPORT SERVICES	21	7,500.00
B15-00748	SIGNATURE REPROGRAPHICS	0431-401/FERN BACON HARD COURTS & IRRIGATION	FACILITIES SUPPORT SERVICES	21	505.00
B15-00749	Robert McGee	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	1,750.00
B15-00750	HOME DEPOT CREDIT SERVICES	GARDEN PROJECT MATERIALS (VOC-ED)	SPECIAL EDUCATION DEPARTMENT	01	2,700.00
B15-00753	SIGNATURE REPROGRAPHICS	0272-405-0153/PARKWAY WINDOW WALL SYSTEM - ERP	FACILITIES SUPPORT SERVICES	21	7,500.00
B15-00754	CALIFORNIA SURVEY & DRAFTING SUPPLY	SUPPLIES FOR PLANS PRINTER	FACILITIES SUPPORT SERVICES	01	600.00
B15-00755	SIGNATURE REPROGRAPHICS	0010-402 AM WINN LED LIGHTING	FACILITIES SUPPORT SERVICES	25	505.00
B15-00756	SIGNATURE REPROGRAPHICS	0097-416/ABRAHAM LINCOLN RESTROOM	FACILITIES SUPPORT SERVICES	21	505.00
B15-00757	MICHAEL'S TRANSPORTATION	STUDENT FIELD TRIPS 2014-15	YOUTH DEVELOPMENT	01	5,500.00
B15-00758	RAINBOW ELECTRIC	Repair work on Electronic Keyboards (Pianos)	MARTIN L. KING JR ELEMENTARY	01	1,170.80
CHB15-00395	U S BANK/SCUSD	MARCH 2015 CAL CARD CHARGES	CONSOLIDATED PROGRAMS	01	3,820.27
CHB15-00396	U S BANK/SCUSD	APRIL 2015 CAL CARD CHARGES	CONSOLIDATED PROGRAMS	01	725.00
CHB15-00397	U S BANK/SCUSD	OFFICE DEPOT (SUMMER SCHOOL)	ETHEL I. BAKER ELEMENTARY	01	2,000.00
CS15-00509	JOHN MEADOWS dba MEADOWS AND ASSOCIATES	BTSA NEW TEACHER SUPPORT PROGRAM FINAL	HUMAN RESOURCE SERVICES	01	2,000.00
CS15-00510	OPTIMA INSPECTIONS	0272-405-0160 PARKWAY ROOF CANOPIES (SUMMER 2015)	FACILITIES SUPPORT SERVICES	21	15,000.00
CS15-00511	SCI CONSULTING GROUP	SPECIAL TAX ADMINISTRATION CFD #2 2015-16	FACILITIES SUPPORT SERVICES	49	13,100.00
CS15-00512	MATTHEW FABIAN MCF CONSTRUCTION SVCS.	0480-401 SAM BRANNAN ROOFING-IOR SERVICES	FACILITIES SUPPORT SERVICES	21	4,875.00
CS15-00513	DANIELLE MONAGHAN	PEER TUTORING TRAINING	LUTHER BURBANK HIGH SCHOOL	01	400.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00514	NATIONAL ANALYTICAL LAB INC	0480-401 SAM BRANNAN MS-ROOFING	FACILITIES SUPPORT SERVICES	21	525.00
CS15-00515	STUDEBAKER BROWN ELECTRIC INC	0025-404 BOWLING GREEN CHACON FA UPGRADE	FACILITIES SUPPORT SERVICES	21	4,000.00
CS15-00516	HMC ARCHITECTS	0223-404-2 MAPLE FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	2,592.00
CS15-00517	LEZLEY HOLMES	LEZLEY HOLMES-PRESENTER 4-28-15 DGAC MTG.	GIFTED AND TALENTED EDUCATION	01	300.00
CS15-00518	WARREN LAND SURVEYING, INC.	0520-405-0118 HIRAM JOHNSON HS CONC REPLACEMENT	FACILITIES SUPPORT SERVICES	21	6,000.00
CS15-00519	CAPITAL PUBLIC RADIO UNDERWRITING	Capitol Public Radio Invoices	HEALTH PROFESSIONS HIGH SCHOOL	01	4,975.00
CS15-00520	PREMIER MANAGEMENT GROUP, INC	0550-405-0140/SAC-CONCRETE REPAIRS SW CAMPUS - ERP	FACILITIES SUPPORT SERVICES	21	207,642.87
CS15-00521	TAKARRA JOHNSON	MULTICULTURAL DAY VENDOR	KIT CARSON MIDDLE SCHOOL	01	75.00
CS15-00522	B&B LOCATING, INC.	0550-405-0128 SAC HS AC PAVING-NORTH PARKING - ERP	FACILITIES SUPPORT SERVICES	21	2,450.00
CS15-00523	B&B LOCATING, INC.	0420-405-0141 ROSA PARKS AC OVERLAY W PLAYGRND	FACILITIES SUPPORT SERVICES	21	6,100.00
CS15-00524	LIMITLESS LEADS LLC	MLA SUB-CONTRACTOR	AFTER SCHOOL SERVICES	01	9,500.00
CS15-00525	LPC CONSULTING ASSOCIATES INC	LPC AGREEMENT: HEALTH SVS. PLAN PREP	INTEGRATED COMMUNITY SERVICES	01	10,000.00
CS15-00526	DEBORAH MAROIS	CONVERGE: COMP. HEALTH PREV. PLAN PREP.	INTEGRATED COMMUNITY SERVICES	01	10,000.00
CS15-00527	THE WRITE TOOLS LLC	WRITE TOOLS COACHING - NARRATIVE WRITING	WILLIAM LAND ELEMENTARY	01	9,000.00
CS15-00528	NATIONAL ANALYTICAL LAB INC	0272-405-0162 PARKWAY MP FLOORING/BASE REPLACE	FACILITIES SUPPORT SERVICES	21	2,750.00
CS15-00529	OPTIMA INSPECTIONS	0830-404 CENTRAL WAREHOUSE FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	3,200.00
CS15-00530	READING PARTNERS	READING PARTNERS	PARKWAY ELEMENTARY SCHOOL	01	7,500.00
CS15-00531	PREMIER MANAGEMENT GROUP, INC	0431-405-0148/FERN BACON QUAD CONCRETE - ERP	FACILITIES SUPPORT SERVICES	21	5,409.77
CS15-00532	WALLACE KUHL AND ASSOC INC	703-0415/CALIFORNIA MIDDLE SCHOOL - GYM ADDITION	FACILITIES SUPPORT SERVICES	21	30,230.00
CS15-00533	MIND RESEARCH INSTITUTE	CLASSROOM SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	2,999.00
CS15-00534	B&B LOCATING, INC.	0359-405-0150 TAHOE WATERLINE SUPPLY/PAVING 2015	FACILITIES SUPPORT SERVICES	21	4,900.00
CS15-00535	B&B LOCATING, INC.	0550-405-0140 SAC HS CONC REPRS SW CAMPUS	FACILITIES SUPPORT SERVICES	21	4,900.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00536	JASON KNIGHTON DBA CONDITIONS FOR LEARNING	A PROPOSAL FOR SERVICE: JASON KNIGHTON	LEATAATA FLOYD ELEMENTARY	01	5,000.00
CS15-00537	B&B LOCATING, INC.	0571-405-0133 CAP CITY AC PAVING & CONC (2015)	FACILITIES SUPPORT SERVICES	21	2,725.00
CS15-00538	RIVERSIDE PUBLISHING CO INC	DATA DIRECTOR/DATA & ASSESSMENT SYSTEM	RESEARCH & EVALUATION SERVICES	01	2,800.00
CS15-00539	CHARLES COOPER	SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	9,750.00
CS15-00540	CALVIN HEDRICK	CULTURAL INSTRUCTOR	INDIAN EDUCATON	01	250.00
CS15-00541	NATIONAL ANALYTICAL LAB INC	0535-401 NEW TECHNOLOGY ROOFING	FACILITIES SUPPORT SERVICES	21	2,830.00
CS15-00542	BRAVE SOCIETY	BRAVE SOCIETY PRESENTATIONS 5/14-15/2015	INTEGRATED COMMUNITY SERVICES	01	1,200.00
CS15-00543	ELK GROVE UNIFIED SCHOOL DIST ATTN: ACCOUNTS RECEIVABLE	STUDENT TRANSPORTATION 5/15/15	SPECIAL EDUCATION DEPARTMENT	01	2,200.00
CS15-00544	WILLIAM QUENGA JR.	MULTICULTURAL DAY VENDOR STIPEND	KIT CARSON MIDDLE SCHOOL	01	100.00
CS15-00545	HMONG WOMEN'S HERITAGE ASSOC	SUP. PROVDR-HMONG WOMENS	YOUTH DEVELOPMENT	01	12,000.00
CS15-00546	NATIONAL ANALYTICAL LAB INC	0300-401 CROCKER/RIVERSIDE ASBESTOS TESTING	FACILITIES SUPPORT SERVICES	21	6,160.00
CS15-00547	NATIONAL ANALYTICAL LAB INC	703-0415 CALIFORNIA GYM ADDITION	FACILITIES SUPPORT SERVICES	21	6,075.00
CS15-00548	LIME WORKS, INC.	LIMEWORKS	STRATEGIC PLAN INITIATIVES	01	10,000.00
CS15-00549	B&B LOCATING, INC.	0431-405-0113/FBACON ASPHALT FIRE LANE/WALKWAY-ERP	FACILITIES SUPPORT SERVICES	21	6,550.00
CS15-00550	WARREN CONSULTING ENG INC	0035-401 CAMELLIA PAVING CRACK FILL & SEAL COAT	FACILITIES SUPPORT SERVICES	21	3,100.00
CS15-00551	HMR ARCHITECTS	0420-401-2 ROSA PARKS AC PAVING	FACILITIES SUPPORT SERVICES	21	13,072.50
CS15-00552	WARREN LAND SURVEYING, INC.	0359-405-0150 TAHOE WATER LINE SUPPLY	FACILITIES SUPPORT SERVICES	21	3,000.00
CS15-00553	PREMIER MANAGEMENT GROUP, INC	0431-405-0115/FBACON VCT FLOOR KITCHEN-ERP	FACILITIES SUPPORT SERVICES	21	11,540.64
CS15-00554	WARREN CONSULTING ENG INC	0130-401 GOLDEN EMPIRE PAVING CRACK FILL & SEAL	FACILITIES SUPPORT SERVICES	21	3,100.00
CS15-00555	WALLACE KUHL AND ASSOC INC	0571-405-0133/CAP CITY AC PAVING & CONCRETE	FACILITIES SUPPORT SERVICES	21	4,500.00
CS15-00556	CYNTHIA CHANDLERHOVEN	WALDORF PROFESSIONAL DEVELOPMENT TRAINER	AREA ASSITANT SUPERINTENDENTS	01	800.00
CS15-00557	READING PARTNERS	READING PARTNERS	PARKWAY ELEMENTARY SCHOOL	01	7,500.00
CS15-00558	UNIVERSITY OF CALIFORNIA DAVIS	EXHIBIT A SCOPE OF WORK	WEST CAMPUS	01	600.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00559	WALLACE KUHL AND ASSOC INC	0359-401 TAHOE PAVING (SUMMER 2015)	FACILITIES SUPPORT SERVICES	21	3,250.00
CS15-00560	DAVID BURKE	FACILITIES MAINTENANCE CONSULTING SRVCS	FACILITIES MAINTENANCE	14	6,000.00
CS15-00561	LOS ANGELES COUNTY OFFICE OF E DUCATION	LACOE MOU FOR SPECIALIZED SECONDARY SCHOOLS	ACADEMIC OFFICE	01	6,816.91
CS15-00562	B&B LOCATING, INC.	0520-405-0118 HJHS CONCRETE REPLACEMENT-ERP	FACILITIES SUPPORT SERVICES	21	1,225.00
CS15-00563	PREMIER MANAGEMENT GROUP, INC	0139-405-0166 HW HARKNESS AC/CONC WALKWYS (2015)	FACILITIES SUPPORT SERVICES	21	1,566.01
CS15-00564	MCCARTHY BUILDING COMPANIES	0272-405-0153 PARKWAY WINDOW WALL SYSTEM	FACILITIES SUPPORT SERVICES	21	14,500.00
J15-00345	OFFICE DEPOT/EASTMAN ACCT. #89 574939	INVITATION FOR PARENT CELEBRATION	PARENT ENGAGEMENT	01	281.88
J15-00358	MOORE MEDICAL CORP ACCT #17186 47	NURSING SUPPLIES	KIT CARSON MIDDLE SCHOOL	01	127.77
J15-00359	CLEAN SOURCE	AFTER SCHOOL PROGRAM CUSTODIAL SUPPLIES	BG CHACON ACADEMY	01	1,497.42
J15-00360	SUPPLY WORKS	AFTERSCHOOL CUSTODIAL SUPPLIES	ISADOR COHEN ELEMENTARY SCHOOL	01	613.35
J15-00361	SUPPLY WORKS	AFTERSCHOOL CUSTODIAL SUPPLIES FOR PLANT MANAGER	WILL C. WOOD MIDDLE SCHOOL	01	1,006.83
J15-00362	RISO PRODUCTS OF SACRAMENTO	SCHOOL SUPPLIES	WILL C. WOOD MIDDLE SCHOOL	01	218.09
J15-00363	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE SUPPLY	CESAR CHAVEZ INTERMEDIATE	01	44.34
J15-00364	RISO PRODUCTS OF SACRAMENTO	INK FOR RISO	JOHN CABRILLO ELEMENTARY	01	86.80
J15-00365	OFFICE DEPOT/EASTMAN ACCT. #89 574939	supplies for Ben carson reading room work day	JOHN H. STILL - K-8	01	55.45
J15-00366	SUPPLY WORKS	GLOVES FOR PHI CENTER NURSE (BWL GRN)	SPECIAL EDUCATION DEPARTMENT	01	763.34
J15-00367	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES	DAVID LUBIN ELEMENTARY SCHOOL	01	168.74
J15-00368	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE DEPOT	RESEARCH & EVALUATION SERVICES	01	97.24
J15-00369	OFFICE DEPOT/EASTMAN ACCT. #89 574939	classroom supplies	JOHN H. STILL - K-8	01	561.45
J15-00370	EDUCATION ESSENTIALS	CLASSROOM MATERIALS	EARL WARREN ELEMENTARY SCHOOL	01	220.73
J15-00371	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PLAYGROUND SUPPLIES	ALICE BIRNEY WALDORF	01	208.26
J15-00372	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	MATSUYAMA ELEMENTARY SCHOOL	01	455.70

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00373	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	CROCKER/RIVERSIDE ELEMENTARY	01	477.40
J15-00374	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	INSTRUMENTS (RECORDERS) FOR STUDENTS	JOHN CABRILLO ELEMENTARY	01	191.50
J15-00375	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SCHOOL SUPPLIES FOR INTERVENTION	JAMES W MARSHALL ELEMENTARY	01	2,698.20
J15-00376	SUPPLY WORKS	CUSTODIAL SUPPLIES/CLEANSOURCE/S UPLYWORKS	CALIFORNIA MIDDLE SCHOOL	01	1,001.21
J15-00377	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR J. GONSALVES - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	50.62
J15-00378	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES / ITEMS FOR OFFICE - MIKKO	THEODORE JUDAH ELEMENTARY	01	289.76
J15-00379	RISO PRODUCTS OF SACRAMENTO	SUPPLIES	ENGINEERING AND SCIENCES HS	01	205.07
J15-00380	SUPPLY WORKS	CUSTODIAL SUPPLIES	CAROLINE WENZEL ELEMENTARY	01	235.45
J15-00381	SUPPLY WORKS	CUSTODIAL SUPPLES	ABRAHAM LINCOLN ELEMENTARY	01	509.46
J15-00382	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR BAKER/BROWN/REED - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	144.10
J15-00383	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR VAR TEACHERS/PTA DONATION	THEODORE JUDAH ELEMENTARY	01	146.95
J15-00384	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	251.72
J15-00385	SPORT SUPPLY GROUP, INC.	Recreational Supplies	CITY OF SACTO/4TH R PROGRAM	01	146.15
J15-00386	SUPPLY WORKS	Custodial Supplies	CITY OF SACTO/4TH R PROGRAM	01	346.66
J15-00387	OFFICE DEPOT/EASTMAN ACCT. #89 574939	MS CLASSROOM/WRITING WORKSHOP SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	2,701.65
J15-00388	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM PRINTER	SAM BRANNAN MIDDLE SCHOOL	01	4,301.92
J15-00389	RISO PRODUCTS OF SACRAMENTO	RISO MASTERS	ELDER CREEK ELEMENTARY SCHOOL	01	868.00
J15-00390	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR BREWER & LEHMAN - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	96.21
J15-00391	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR BRUCE & GAMBIRAZIO - PTA DONATION	THEODORE JUDAH ELEMENTARY	01	99.64
J15-00392	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE DEPOT - UTILITY CART	FATHER K.B. KENNY	01	186.60
J15-00393	OFFICE DEPOT/EASTMAN ACCT. #89 574939	STUDENT SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	3,126.65
J15-00394	OFFICE DEPOT/EASTMAN ACCT. #89 574939	GRAPHING CALCULATORS	SAM BRANNAN MIDDLE SCHOOL	01	1,510.84
J15-00395	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	SAM BRANNAN MIDDLE SCHOOL	01	1,044.66

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00396	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FILE CABINETS	BOWLING GREEN ELEMENTARY	09	514.04
J15-00397	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR OFC - MIKKO	THEODORE JUDAH ELEMENTARY	01	316.77
J15-00398	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE DEPOT FILING CABINETS	FATHER K.B. KENNY	01	612.86
J15-00399	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SHREDDER	ALBERT EINSTEIN MIDDLE SCHOOL	01	229.14
J15-00400	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE DEPOT BUTCHER PAPER	JAMES W MARSHALL ELEMENTARY	01	264.01
J15-00401	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES - #S7505 INK	THEODORE JUDAH ELEMENTARY	01	20.62
J15-00402	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	WOODBINE ELEMENTARY SCHOOL	01	387.65
J15-00403	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FOLDING PLATFORM CART	FATHER K.B. KENNY	01	169.25
J15-00404	OFFICE DEPOT/EASTMAN ACCT. #89 574939	STAFF INCENTIVES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,276.62
J15-00405	RISO PRODUCTS OF SACRAMENTO	RISO COPIER SUPPLIES	WILLIAM LAND ELEMENTARY	01	143.22
J15-00406	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	2,789.54
J15-00407	OFFICE DEPOT/EASTMAN ACCT. #89 574939	HEADSET FROM OFFICE DEPOT	LUTHER BURBANK HIGH SCHOOL	01	355.19
J15-00408	GRAINGER INC ACCOUNT #80927635 5	EMERGENCY - NO LIGHTS IN BACK PARKING LOT	NEW SKILLS & BUSINESS ED. CTR	11	50.26
J15-00409	OFFICE DEPOT/EASTMAN ACCT. #89 574939	Dept. materials needed	MULTILINGUAL EDUCATION DEPT.	01	124.76
J15-00410	SUPPLY WORKS	SCHOOLWIDE SUPPLIES FOR PLANT MANAGER	ISADOR COHEN ELEMENTARY SCHOOL	01	223.62
J15-00411	SUPPLY WORKS	DISINFECTANT SPRAY	SPECIAL EDUCATION DEPARTMENT	01	274.07
J15-00412	SUPPLY WORKS	CUSTODIAL SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	981.75
J15-00413	SUPPLY WORKS	JANITORIAL SUPPLIES	SPECIAL EDUCATION DEPARTMENT	01	156.24
J15-00414	SUPPLY WORKS	JANITORIAL SUPPLIES (ESY)	SPECIAL EDUCATION DEPARTMENT	01	101.11
J15-00415	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	FATHER K.B. KENNY	01	1,031.92
J15-00416	SUPPLY WORKS	CUSTODIAL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	38.96
J15-00417	SUPPLY WORKS	CLEANSOURCE/SUPPLYWO RKS AS PER KENT JONES	AMERICAN LEGION HIGH SCHOOL	01	521.45
J15-00418	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	JOHN H. STILL - K-8	01	1,191.01
J15-00419	RISO PRODUCTS OF SACRAMENTO	Riso Machine Supplies	PHOEBE A HEARST BASIC ELEM.	01	334.18
J15-00420	SUPPLY WORKS	CUSTODIAL/FACILITY SUPPLIES	WILLIAM LAND ELEMENTARY	01	1,308.40

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J15-00421	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	NEW JOSEPH BONNHEIM	09	61.85
J15-00422	SUPPLY WORKS	AS PER RICHARD REMUND - CUSTODIAL SUPPLIES	MARTIN L. KING JR ELEMENTARY	01	559.30
J15-00423	SUPPLY WORKS	CUSTODIAL SUPPLIES	MARTIN L. KING JR ELEMENTARY	01	769.23
J15-00424	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLY ORDER	INTEGRATED COMMUNITY SERVICES	01	3,107.14
J15-00425	CDW-G C/O PAT HEIN	SURFACE PRO 3 EQUIPMENT	RISK MANAGEMENT	01	57.13
J15-00426	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	425.02
J15-00427	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	800.15
J15-00428	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FILE CABINET/DRY ERASE BOARD	BOWLING GREEN ELEMENTARY	09	585.60
J15-00429	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	SCHOOL YARD EQUIPMENT	NEW JOSEPH BONNHEIM	09	159.26
J15-00430	MOORE MEDICAL CORP ACCT #17186 47	GLOVES (HEALTH SUPPLIES)	SPECIAL EDUCATION DEPARTMENT	01	922.45
J15-00431	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	4,218.59
J15-00432	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	3,580.33
J15-00433	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COPY PAPER FOR STUDENT MATERIALS	ROSA PARKS MIDDLE SCHOOL	01	4,801.13
P15-02512	SPIRITED FOODS	4484 4/13/15 FISH PATTY	NUTRITION SERVICES DEPARTMENT	13	4,025.00
P15-02513	SPIRITED FOODS	4485 5/4/15 FISH PATTY	NUTRITION SERVICES DEPARTMENT	13	3,450.00
P15-02845	DELL, INC K12 SALES/CUST #6189 3295	ORDERING A LAPTOP FOR TRIAL PURPOSES	NEW TECH	09	392.50
P15-02881	U S BANK/SCUSD	Benches for the students to sit on at lunch time	PHOEBE A HEARST BASIC ELEM.	01	1,129.60
P15-03077	STAMP SMITH INC MADE TO ORDER STAMP & SEAL	COE ACCREDITATION EMBOSSER	NEW SKILLS & BUSINESS ED. CTR	11	315.24
P15-03078	INTERNATIONAL BACCALAUREATE	IB EXAM FEE 2014-2015	LUTHER BURBANK HIGH SCHOOL	01	71,260.00
P15-03079	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC SRI/SRC WEB SUBSCRIPTIONS	BG CHACON ACADEMY	09	1,185.90
P15-03080	SAAVSUS INC	FAMILY GOAL-SETTING CARDS - JANET LOVE	CHILD DEVELOPMENT PROGRAMS	12	1,074.24
P15-03081	BARNES & NOBLE BOOKSTORE	HSE CLASSROOM BOOKS	NEW SKILLS & BUSINESS ED. CTR	11	68.26
P15-03082	ULINE ATTN ACCOUNTS RECEIVABLE	U-line premium laser labels	NUTRITION SERVICES DEPARTMENT	01	656.43
P15-03083	ILEARN INC	ILEARN MATH SOLUTIONS	SAM BRANNAN MIDDLE SCHOOL	01	10,000.00
P15-03084	COMMITTEE FOR CHILDREN	COMMITTEE FOR CHILDREN	FATHER K.B. KENNY	01	5,386.69

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03085	CAL TROPIC PRODUCERS INC	4550 4/10/15 SUNFLOWER SEED KERNELS	NUTRITION SERVICES DEPARTMENT	13	5,870.50
P15-03086	U S BANK/SCUSD	BOOKS FOR 4TH GRADE CLASSROOMS	MATSUYAMA ELEMENTARY SCHOOL	01	30.00
P15-03087	U S BANK/SCUSD	BALL PUMP FOR P.E.	SUTTERVILLE ELEMENTARY SCHOOL	01	54.23
P15-03088	APPLE COMPUTER INC K-12 EDUCATION	GRAPHIC ARTS	A.WARREN McCLASKEY ADULT	11	1,640.92
P15-03089	B & H PHOTO-VIDEO	CAMERA EQUIPMENT FOR STUDENT USE	CAMELLIA BASIC ELEMENTARY	01	3,145.96
P15-03090	NWN CORPORATION	CLASSROOM COMPUTERS, RM 6, 24, 25	PHOEBE A HEARST BASIC ELEM.	01	1,753.43
P15-03091	APPLE INC Apple Financial Services	11" MACBOOKS	H.W. HARKNESS ELEMENTARY	01	16,281.98
P15-03092	NWN CORPORATION	PRINTERS FOR W.C. WOOD STU. SUPPORT CNTR.	INTEGRATED COMMUNITY SERVICES	01	318.99
P15-03093	NWN CORPORATION	MONITORS	INTEGRATED COMMUNITY SERVICES	01	469.81
P15-03094	CDW-G C/O MICHAEL STILLE	VDI/MONITORS FOR TRAINING ROOMS	INFORMATION SERVICES	01	7,833.47
P15-03095	APPLE INC Apple Financial Services	MACBOOK AIR (HARBISON)	SP ED - TECHNOLOGIST	01	1,357.08
P15-03096	APPLE INC Apple Financial Services	MACBOOK AIR (VAILCOURT)	SP ED - TECHNOLOGIST	01	1,258.88
P15-03098	CDW-G C/O MICHAEL STILLE	REPLACEMENT TABLET	FACILITIES SUPPORT SERVICES	01	1,483.83
P15-03099	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	EPSON REPLACEMENT LAMPS FOR CLASS PROJECTORS	CAMELLIA BASIC ELEMENTARY	01	322.26
P15-03100	U S BANK/SCUSD	NOVEL STUDY GUIDES	SAM BRANNAN MIDDLE SCHOOL	01	174.39
P15-03101	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SUPPLIES FOR E CREEK - CCP FUNDS- JENNIFER O	CHILD DEVELOPMENT PROGRAMS	12	2,213.45
P15-03102	BARNES & NOBLE BOOKSTORE	READING INTERVENTIONS	ROSA PARKS MIDDLE SCHOOL	01	886.22
P15-03103	FOLLETT SCHOOL SOLUTIONS	FOLLETT SCHOOL SOLUTIONS - LIBRARY BOOKS	KIT CARSON MIDDLE SCHOOL	01	4,503.01
P15-03104	OFFICE DEPOT/EASTMAN ACCT. #89 574939	US POSTAL STAMPS	JOHN CABRILLO ELEMENTARY	01	197.00
P15-03105	BARNES & NOBLE BOOKSTORE	PURCHASE BOOKS	JOHN BIDWELL ELEMENTARY	01	1,421.78
P15-03107	GBC GENERAL BINDING CORP	SUPPLEMENTAL INST. MATERIALS - LAMINATOR	JOHN CABRILLO ELEMENTARY	01	1,787.00
P15-03108	NORTHSTAR AV	REPLACEMENT BULBS FOR EPSON PROJECTORS	HOLLYWOOD PARK ELEMENTARY	01	703.08
P15-03109	NORTHSTAR AV	PROJECTOR LAMPS	JAMES W MARSHALL ELEMENTARY	01	1,749.60

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03110	BARNES & NOBLE BOOKSTORE	3rd Grade class sets/NEGO\$250 OFF PURCHASING	MARK TWAIN ELEMENTARY SCHOOL	01	1,719.51
P15-03111	BARNES & NOBLE BOOKSTORE	instructional material/NEGO SAVINGS PURCHASING	MARK TWAIN ELEMENTARY SCHOOL	01	651.93
P15-03112	BARNES & NOBLE BOOKSTORE	ANIMAL RESEARCH BOOKS FOR KINDERGARTEN	MATSUYAMA ELEMENTARY SCHOOL	01	343.26
P15-03113	Apple Inc Apple Financial Services	COMPUTER/LAPTOP REQUEST	INTEGRATED COMMUNITY SERVICES	01	4,750.57
P15-03114	RISO PRODUCTS OF SACRAMENTO	RISO DUPLICATOR	JOHN CABRILLO ELEMENTARY	01	1,947.58
P15-03115	STATE OF CA FOOD DISTRIBUTION	4559 5/18/15 USDA FRZN OJ	NUTRITION SERVICES DEPARTMENT	13	2,080.00
P15-03116	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	463.80
P15-03117	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COPIER, SCANNER COMBO	H.W. HARKNESS ELEMENTARY	01	307.87
P15-03118	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER CARTRIDGE	SAM BRANNAN MIDDLE SCHOOL	01	847.10
P15-03119	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER	ELDER CREEK ELEMENTARY SCHOOL	01	355.33
P15-03120	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FOREVER STAMPS	JAMES W MARSHALL ELEMENTARY	01	295.00
P15-03121	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTERS FOR CLASSROOMS	ELDER CREEK ELEMENTARY SCHOOL	01	1,546.02
P15-03122	J W PEPPER	MUSIC CLASS MATERIALS (YEE)	ROSA PARKS MIDDLE SCHOOL	01	128.41
P15-03123	VIRCO MANUFACTURING CORP	CLASSROOM SUPPLIES (CHAIRS AND TABLES)	OAK RIDGE ELEMENTARY SCHOOL	01	509.83
P15-03124	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTER ROLL FOR GR2710 AND EZ220U	CALEB GREENWOOD ELEMENTARY	01	273.42
P15-03125	APPLE INC Apple Financial Services	NETWORKING ADAPTOR	NEW TECH	09	62.93
P15-03126	APPLE INC Apple Financial Services	IPAD AND POWERSYNC TRAY FOR IPAN; SAVED \$474.08	BOWLING GREEN ELEMENTARY	09	57,456.63
P15-03127	APPLE INC Apple Financial Services	MACBOOK CART AND 20 MACKBOOK AIR COMPUTERS	AMERICAN LEGION HIGH SCHOOL	01	25,615.25
P15-03128	APPLE INC Apple Financial Services	MACBOOKS FOR TEACHERS AND STUDENTS	ELDER CREEK ELEMENTARY SCHOOL	01	36,080.28
P15-03129	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER/SCANNER/FAX FOR HOMELESS SVS. OFFICE	INTEGRATED COMMUNITY SERVICES	01	318.98
P15-03130	CENTRAL VALLEY OFFICE SUPPLY	PRINTER TONER CARTRIDGES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,557.81
P15-03131	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR NURSES - CHIA CHA	CHILD DEVELOPMENT PROGRAMS	12	2,218.42
P15-03132	RENAISSANCE LEARNING, INC	AR ENTERPRISE REAL TIME SUBSCRIPTION RENEWAL	CALIFORNIA MIDDLE SCHOOL	01	4,241.25
P15-03133	W.T. COX SUBSCRIPTIONS INC.	MAGAZINE SUBSCRIPTIONS FOR STUDENTS	WILLIAM LAND ELEMENTARY	01	237.23

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03134	JOSTENS INC	DUPLICATE DIPLOMAS	HIRAM W. JOHNSON HIGH SCHOOL	01	80.69
P15-03136	HEINEMANN PUBLISHING	Heinemann Intervention Materials	JOHN H. STILL - K-8	01	15,969.66
P15-03137	MICHAEL'S TRANSPORTATION	MICHAELS TRANSPORTATION-SPAB TRIP	YOUTH DEVELOPMENT	01	1,265.00
P15-03138	U S BANK/SCUSD	PRINTER REPAIR KITS	LUTHER BURBANK HIGH SCHOOL	01	176.92
P15-03139	NASCO	pe equipment/eller	MARK TWAIN ELEMENTARY SCHOOL	01	217.43
P15-03140	BARNES & NOBLE BOOKSTORE	SUPMENT'L TEACHING MAT/NEGO DISCOUNT-PURCHASING	CAMELLIA BASIC ELEMENTARY	01	450.13
P15-03141	SIX FLAGS MAGIC MOUNTAIN ATTN: GROUP SALES	ULTIMATE EDUCATION DAY	HIRAM W. JOHNSON HIGH SCHOOL	01	700.49
P15-03142	SCHOLASTIC, INC. ORDER DESK	BOOKS FOR CLASSROOM	GOLDEN EMPIRE ELEMENTARY	01	4,061.78
P15-03143	U S BANK/SCUSD	APRONS FOR CA. THURS. 4/24/15	NUTRITION SERVICES DEPARTMENT	13	765.44
P15-03144	BOOKS ARE FUN	14-15 2ND GR INSTRUCTIONAL BOOKS	NICHOLAS ELEMENTARY SCHOOL	01	74.00
P15-03145	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	PARTICIPATION AT SLY PARK FEB 2-6, 2015	ABRAHAM LINCOLN ELEMENTARY	01	1,500.00
P15-03146	GRAINGER INC ACCOUNT #80927635 5	OPERATIONS EQUIPMENT	BUILDINGS & GROUNDS/OPERATIONS	01	2,160.05
P15-03147	ADVANCED FINISHING SYSTEMS INC	**CONFIRMING**Wire cartridges for Kodak 9110	CENTRAL PRINTING SERVICES	01	725.02
P15-03148	P & R PAPER SUPPLY COMPANY	4554 4/20/15 PLASTIC PAR PAK TRAYS	NUTRITION SERVICES DEPARTMENT	13	6,443.75
P15-03149	MASTER COLOR PRINTING	Letterhead shells, green apple logo	CENTRAL PRINTING SERVICES	01	1,058.87
P15-03150	STUDEBAKER BROWN ELECTRIC INC	CONDUIT/FIBER RUN E. PHILLIPS TO PARKER RES. CNTR.	INTEGRATED COMMUNITY SERVICES	01	16,332.34
P15-03151	WESTERN CONTRACT FURNISHERS IN	REPLACEMENT TABLES	FACILITIES SUPPORT SERVICES	01	5,423.37
P15-03152	VALLEY SHIPPING SUPPLY %JIM RE NSHAW	Chipboard	MATERIALS DEVELOPMENT LAB	01	1,078.49
P15-03153	ADVANCED FINISHING SYSTEMS INC	Wire cartridges for Kodak 9110	CENTRAL PRINTING SERVICES	01	1,488.84
P15-03154	GRAVOTECH INC	ADA SUPPLIES	FACILITIES SUPPORT SERVICES	01	3,413.80
P15-03155	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	SAC BEE SUBSCRIPTION 4/28/16	COMMUNICATIONS OFFICE	01	295.36
P15-03156	CHRISTINE MOHATT	REIMBURSE TEACHER FOR APTT	ELDER CREEK ELEMENTARY SCHOOL	01	26.58

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03157	CAPITAL REGION DEBATE LEAGUE A TTN: LADONNA RAY	CONFIRMING COMPLETE - DEBATE LEAGUE FEE	DEPUTY SUPERINTENDENT	01	6,739.48
P15-03158	SARGENT WELCH SCIENTIFIC CO	SCIENCE CLASS SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	323.87
P15-03159	EDUCATIONAL INNOVATIONS	SCIENCE CLASS SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	178.52
P15-03160	NASCO	SCIENCE CLASS SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	488.09
P15-03161	WARDS NATURAL SCIENCE INC CONT RACT #010410-999	SCIENCE CLASS SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	320.84
P15-03162	SCHOLASTIC, INC. ORDER DESK	BOOKS FOR 3RD GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	35.27
P15-03163	BARNES & NOBLE BOOKSTORE	BOOKS FOR CLASSROOM-ROLL OF THUNDER, HEAR MY CRY	FERN BACON MIDDLE SCHOOL	01	1,294.38
P15-03164	SCHOLASTIC, INC. ORDER DESK	intervention materials	JOHN H. STILL - K-8	01	238.18
P15-03166	THE BOOKSOURCE	2ND GRADE BOOK ORDER	ELDER CREEK ELEMENTARY SCHOOL	01	623.88
P15-03167	SCHOLASTIC, INC. ORDER DESK	MATH INSTRUCTIONAL	WOODBINE ELEMENTARY SCHOOL	01	319.14
P15-03168	SCHOLASTIC, INC. ORDER DESK	2ND GRADE BOOK ORDER	ELDER CREEK ELEMENTARY SCHOOL	01	650.32
P15-03169	BARNES & NOBLE BOOKSTORE	BOOKS	JOHN D SLOAT BASIC ELEMENTARY	01	664.51
P15-03170	BARNES & NOBLE BOOKSTORE	CURRICULUM	ELDER CREEK ELEMENTARY SCHOOL	01	812.35
P15-03171	SCHOLASTIC, INC. ORDER DESK	1ST GRADE BOOK ORDER	ELDER CREEK ELEMENTARY SCHOOL	01	160.86
P15-03172	THE BOOKSOURCE	1ST GRADE BOOK ORDER	ELDER CREEK ELEMENTARY SCHOOL	01	671.96
P15-03173	SCHOLASTIC, INC. ORDER DESK	KINDER BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	59.20
P15-03174	OWLS HOUSE INC DBA CHINESE BOOKS FOR CHILDREN	CHINESE BOOKS FOR CHINESE IMMERSION	ELDER CREEK ELEMENTARY SCHOOL	01	1,509.43
P15-03175	BARNES & NOBLE BOOKSTORE	BARNES AND NOBLE BOOKS/ SUMMER SCHOOL	ETHEL I. BAKER ELEMENTARY	01	1,315.31
P15-03176	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	DEPOSIT FOR SLY PARK 2015-2016 SCHOOL YEAR	ABRAHAM LINCOLN ELEMENTARY	01	800.00
P15-03177	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	INV 151278 REGION 3 TRAINING	SPECIAL EDUCATION DEPARTMENT	01	1,421.13
P15-03178	STACY GALE	REIMBURSE-STACY GALE, OI CLASS-ROTARY GRANT	FERN BACON MIDDLE SCHOOL	01	1,315.98
P15-03179	ALL WEST COACHLINES INC	CHARTER BUSES FOR U.C. DAVIS ON 3-17/3-18-15	JOHN F. KENNEDY HIGH SCHOOL	01	7,515.16

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03180	LESLIE INGRAM	MTRLS FOR VISUALLY IMPAIRED STUDENTS	SPECIAL EDUCATION DEPARTMENT	01	404.49
P15-03181	A & P FLOOR CO INC	STAGE FLOOR REPAIR MATERIALS	MATSUYAMA ELEMENTARY SCHOOL	01	1,156.75
P15-03182	SEWARD L SCHREDER CONST INC	0571-405-0133/CAP CITY AC PAVING/CONCRETE - ERP	FACILITIES SUPPORT SERVICES	01	438,000.00
P15-03183	CASBO	CASBO ANNUAL MEMBERSHIP	ADMINISTRATIVE SERVICES	01	1,010.00
P15-03184	PYRAMID TIME SYSTEMS ATTN MICH ELLE/ORDER DEPT	STUDENT TIME CLOCK RIBBON	CAROLINE WENZEL ELEMENTARY	01	42.68
P15-03185	BARNES & NOBLE BOOKSTORE	BOOK FOR 3RD GRADE / CD FOR 4TH GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	63.15
P15-03186	THE BOOKSOURCE	3RD GRADE BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	1,250.52
P15-03187	THE BOOKSOURCE	4TH GRADE BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	466.93
P15-03188	SCHOLASTIC, INC. ORDER DESK	4TH GRADE BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	1,339.53
P15-03189	PRO ED PUBLISHING	PSYCH EVALUATION FORMS	SPECIAL EDUCATION DEPARTMENT	01	321.20
P15-03190	THE BOOKSOURCE	6TH GRADE BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	963.61
P15-03191	THE BOOKSOURCE	KINDER BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	993.23
P15-03192	PEARSON EDUCATION INC	BASC-2 PSYCH PROTOCOLS	SPECIAL EDUCATION DEPARTMENT	01	2,427.08
P15-03193	PRO ED PUBLISHING	PSYCH EVALUATION FORMS: CTOPP	SPECIAL EDUCATION DEPARTMENT	01	695.20
P15-03194	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVALUATION FORMS	SPECIAL EDUCATION DEPARTMENT	01	3,053.02
P15-03195	BARNES & NOBLE BOOKSTORE	BOOKS FOR KINDER RM. 1	MATSUYAMA ELEMENTARY SCHOOL	01	124.60
P15-03196	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FAX FOR OFFICE AND ADMINISTRATION	ELDER CREEK ELEMENTARY SCHOOL	01	212.65
P15-03197	DISCOVERY EDUCATION	ON-LINE CLASSROOM LESSONS	HUBERT H BANCROFT ELEMENTARY	01	1,385.00
P15-03198	LAKESHORE LEARNING CORP ATTENTION: JON BELL	READING & COMPRENSION (SDC AUT)	SPECIAL EDUCATION DEPARTMENT	01	141.97
P15-03199	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC NEWS FOR SCHOOL	JAMES W MARSHALL ELEMENTARY	01	1,808.13
P15-03200	Nikki Bast	ROTC TRAVEL EXPENSES	SPECIAL EDUCATION DEPARTMENT	01	600.00
P15-03202	STAFFORD KING WIESE ARCHIT INC	COMPUTER GENERATED RENDERINGS	OPERATIONS SUPPORT SERNA	01	2,000.00
P15-03203	CURRICULUM ASSOCIATES LLC	COMMON CORE READING BOOKS	GOLDEN EMPIRE ELEMENTARY	01	10,740.00

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P15-03204	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PE EQUIPMENT	H.W. HARKNESS ELEMENTARY	01	204.52
P15-03205	HOUGHTON MIFFLIN HARCOURT	WOODCOCK-JOHNSON IV KITS	SPECIAL EDUCATION DEPARTMENT	01	59,390.30
P15-03206	SCHOOL OUTFITTERS DBA FAT CATA LOG	SCHOOL CHAIRS	SUTTER MIDDLE SCHOOL	01	5,991.68
P15-03207	BIO-RAD LIFE SCIENCES DIVISION	LSJ LAB MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	2,028.37
P15-03208	WARDS NATURAL SCIENCE INC CONT RACT #010410-999	FORENSIC LAB MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	506.43
P15-03209	PERMA-BOUND INC	CLASSROOM RESOURCE BOOKS - GODNICK	LUTHER BURBANK HIGH SCHOOL	01	476.56
P15-03210	OFFICE DEPOT/EASTMAN ACCT. #89 574939	BUDGET OFFICE	BUDGET SERVICES	01	940.67
P15-03211	MCGRAW-HILL EDUCATION LLC	LANGUAGE FOR LEARNING PROGRAM	OAK RIDGE ELEMENTARY SCHOOL	01	1,827.54
P15-03212	ATHLETICS UNLIMITED	BASEBALLS	HIRAM W. JOHNSON HIGH SCHOOL	01	136.71
P15-03213	PERMA-BOUND INC	CLASSROOM RESOURCE BOOKS -J JOHNSON	LUTHER BURBANK HIGH SCHOOL	01	284.91
P15-03214	THE DBQ COMPANY	CCSS WORLD HISTORY MINI Q'S	OAK RIDGE ELEMENTARY SCHOOL	01	4,467.44
P15-03215	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CHAIR FOR MERILEE	BUDGET SERVICES	01	151.89
P15-03216	National Academy Foundation	NAF - HEALTH PROFESSIONS MEMBERSHIP FEES	ACADEMIC ACHIEVEMENT	01	1,000.00
P15-03217	BARNES & NOBLE BOOKSTORE	5TH GRD BOOK ORDER/NEGO DISCOUNT-PURCHASING	ELDER CREEK ELEMENTARY SCHOOL	01	145.65
P15-03218	APPERSON EDUCATION PRODUCTS AT TN SALES DEPARTMENT	SCANTRONS FOR TESTING	FERN BACON MIDDLE SCHOOL	01	717.53
P15-03219	THE BOOKSOURCE	5TH GRADE BOOK ORDER FOR CLASSROM	ELDER CREEK ELEMENTARY SCHOOL	01	613.22
P15-03220	LAKESHORE LEARNING CORP ATTENTION: JON BELL	KINDER CLASSROOM MATERIALS	MATSUYAMA ELEMENTARY SCHOOL	01	287.50
P15-03221	PERMA-BOUND INC	BOOKS FOR LIBRARY	MATSUYAMA ELEMENTARY SCHOOL	01	222.53
P15-03222	APPLE INC Apple Financial Services	MACBOOK PRO 13-IN 2.5GHZ DUAL CORE INTEL I5	MARTIN L. KING JR ELEMENTARY	01	26,027.60
P15-03223	APPLE INC Apple Financial Services	MAC BOOKS FOR CLASSROOM	HOLLYWOOD PARK ELEMENTARY	01	17,764.85
P15-03224	Apple Inc Apple Financial Services	MACBOOK AIR (M. BROOKS)	SPECIAL EDUCATION DEPARTMENT	01	1,227.42
P15-03225	Apple Inc Apple Financial Services	MACBOOK AIR 13 INCH 128 GB	ETHEL I. BAKER ELEMENTARY	01	14,587.98

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03226	APPLE INC Apple Financial Services	MACBOOK PRO 13-IN 2.7GHZ DUAL CORE INTEL I5 128GB	MARTIN L. KING JR ELEMENTARY	01	1,486.92
P15-03227	APPLE INC Apple Financial Services	11" MACBOOKS	H.W. HARKNESS ELEMENTARY	01	5,427.33
P15-03228	Apple Inc Apple Financial Services	APPLE MACBOOK 11-INCH 128GB	ETHEL I. BAKER ELEMENTARY	01	17,714.64
P15-03229	Apple Inc Apple Financial Services	VGA ADAPTER	RESEARCH & EVALUATION SERVICES	01	53.17
P15-03230	CDW-G C/O MICHAEL STILLE	LAPTOP/DOCUMENT CAMERA	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,594.70
P15-03231	CDW-G C/O MICHAEL STILLE	PRINTER FOR DIRECTOR	BUDGET SERVICES	01	622.21
P15-03233	CDW-G C/O MICHAEL STILLE	VIRTUALIZATION SOFTWARE FOR MACBOOK	ELDER CREEK ELEMENTARY SCHOOL	01	49.82
P15-03234	CDW-G C/O MICHAEL STILLE	BUDGET OFFICE	BUDGET SERVICES	01	24.14
P15-03235	CDW-G C/O MICHAEL STILLE	EQUIPMENT FOR SITE - MIKKO	THEODORE JUDAH ELEMENTARY	01	498.77
P15-03236	DELL, INC K12 SALES/CUST #6189 3295	COMPUTERS FOR PARENT ENGAGEMENT CENTER	MARTIN L. KING JR ELEMENTARY	01	1,478.94
P15-03237	GOPHER SPORT	PE SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	593.19
P15-03238	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	STUDENT PLANNERS FOR INTERMEDIATE CLASSES	A. M. WINN ELEMENTARY SCHOOL	01	1,217.41
P15-03239	ALL WEST COACHLINES INC	ALL WEST TO MARIN HEADLANDS	MARTIN L. KING JR ELEMENTARY	01	1,859.30
P15-03240	EMC PARADIGM ATTN CUSTOMER CARE	PHARMACY TECH RESALE	NEW SKILLS & BUSINESS ED. CTR	11	1,635.48
P15-03241	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	ADMIN ASST BOOKSTORE RESALE	NEW SKILLS & BUSINESS ED. CTR	11	1,023.00
P15-03242	ENCHANTED LEARNING LLC	14-15 SUMMER ENCHANTED LEARNING	NICHOLAS ELEMENTARY SCHOOL	01	125.00
P15-03243	OFFICE DEPOT/EASTMAN ACCT. #89 574939	POSTAGE STAMPS	A. M. WINN ELEMENTARY SCHOOL	01	99.00
P15-03244	DEMCO INC #C16027	LIBRARY LABELS	EARL WARREN ELEMENTARY SCHOOL	01	323.18
P15-03245	CONTINENTAL ATHLETIC SUPPLY	RECONDITIONED HELMETS & SHOULDER PADS	HIRAM W. JOHNSON HIGH SCHOOL	01	3,627.55
P15-03246	SOCCER PRO INC	SOCCER	HIRAM W. JOHNSON HIGH SCHOOL	01	138.88
P15-03247	CURRICULUM ASSOCIATES LLC	COMMON CORE READING BOOKS	GOLDEN EMPIRE ELEMENTARY	01	3,036.54
P15-03248	NATIONAL SCHOOL PRODUCTS INC	PLEDGE OF ALLEGIANCE POSTERS	HIRAM W. JOHNSON HIGH SCHOOL	01	28.55
P15-03249	SCHOLASTIC, INC. ORDER DESK	SUPL WM&MARY STUDENT NOVELS - NEW 4TH GRADE	WILLIAM LAND ELEMENTARY	01	807.66
P15-03250	KENDALL HUNT PUBLISHERS	SUPL WM&MARY TEACHER GUIDE - NEW 4TH	WILLIAM LAND ELEMENTARY	01	105.65
P15-03252	JONES SCHOOL SUPPLY CO INC	RIBBONS FOR OLYMPIC DAY	WILLIAM LAND ELEMENTARY	01	110.25

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03253	CAROLINA BIOLOGICAL SUPPLY CO	15-16 SUMMER CAROLINA BIOLOGICAL	NICHOLAS ELEMENTARY SCHOOL	01	402.51
P15-03254	SACRAMENTO COUNTY PLANNING & E NV REVIEW	0040-405-0125 CBWIRE - COMPLIANCE PERMIT	FACILITIES SUPPORT SERVICES	21	426.00
P15-03255	RUDERMAN & KNOX LLP	SPEC ED SETTLEMENT AGREEMENT - E Smith	ADMIN-LEGAL COUNSEL	01	3,750.00
P15-03256	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	SOCCER FEES 2014-2015	KIT CARSON MIDDLE SCHOOL	01	1,100.00
P15-03257	SILVERADO STAGES INC	SLIVERADO STAGES	LEATAATA FLOYD ELEMENTARY	01	2,211.00
P15-03258	RACHEL LANE	15-16 SUMMER LANGUAGE ARTS BOOKS	NICHOLAS ELEMENTARY SCHOOL	01	565.11
P15-03259	SACRAMENTO REGIONAL TRANSIT DISTRICT FARE PREPAYMENT DEPT	REGIONAL TRANSIT - OUTSTANDING BALANCE	WEST CAMPUS	01	571.50
P15-03260	UNIVERSITY OF CALIFORNIA DAVIS	C-STEM DAY FEES - ENGINEERING 7	ENGINEERING AND SCIENCES HS	01	670.00
P15-03261	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	MS Soccer League Fees for 2014-15	MARTIN L. KING JR ELEMENTARY	01	1,700.00
P15-03262	PATRICK BOHMAN	BOHMAN REIMBURSEMENT	ENGINEERING AND SCIENCES HS	01	679.18
P15-03263	TINA YANG	REIMBURSE TEACHER (TINA YANG) FOR APTT	ELDER CREEK ELEMENTARY SCHOOL	01	21.28
P15-03264	DEPT. OF GENERAL SERVICES	0223-404/MAPLE FIRE ALARM UPGRADE - DSA FEES	FACILITIES SUPPORT SERVICES	21	800.00
P15-03265	DEPT. OF GENERAL SERVICES	0650-404/CPHUNTINGTON - FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	800.00
P15-03266	CLARK & SULLIVAN BUILDERS, INC	702-0505/GW CARVER SIDEWALK EXIST'G CONCRETE SLAB	FACILITIES SUPPORT SERVICES	25	5,370.00
P15-03267	DON JOHNSTON INCORPORATED	CO:WRITER SOFTWARE (M. BROOKS)	SP ED - TECHNOLOGIST	01	314.65
P15-03268	CAPITAL MECHANIC INC	BOWLING GREEN INSTALLATION OF SWAMP COOLERS	FACILITIES MAINTENANCE	01	3,520.00
P15-03269	AIR FILTER SUPPLY	AIR FILTERS, VARIOUS SITES	FACILITIES MAINTENANCE	01	4,106.22
P15-03270	CULVER ARMATURE AND MOTOR SERV	ROSEMONT DOMESTIC PUMP REPAIR	FACILITIES MAINTENANCE	01	3,682.42
P15-03271	SACRAMENTO CITY COLLEGE BUSINESS SERVICES	Cost for Course Offered by Sacto City College	ACADEMIC OFFICE	01	1,445.40
P15-03272	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FILE CABINET FOR JSTILL PRESCHOOL	CHILD DEVELOPMENT PROGRAMS	12	195.29
P15-03273	ASCD	ASCD - STAFF DEV. BOOKS & DVDS	FATHER K.B. KENNY	01	1,578.56
P15-03274	EVAN-MOOR CORPORATION	Supplemental books	MULTILINGUAL EDUCATION DEPT.	01	37.59
P15-03275	LAKESHORE LEARNING CORP ATTENTION: JON BELL	Supplemental materials	MULTILINGUAL EDUCATION DEPT.	01	98.75

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03276	TEACHER CREATED RESOURCES	Supplemental Books	MULTILINGUAL EDUCATION DEPT.	01	97.55
P15-03277	DEMCO INC #C16027	AR PRIZES	OAK RIDGE ELEMENTARY SCHOOL	01	547.55
P15-03278	BARNES & NOBLE BOOKSTORE	BOOKS FOR CLASSROOMS	OAK RIDGE ELEMENTARY SCHOOL	01	370.16
P15-03279	OFFICE DEPOT/EASTMAN ACCT. #89 574939	MEMORY STICK FOR COMPUTERS	OAK RIDGE ELEMENTARY SCHOOL	01	503.98
P15-03280	SOKIKOM	SOKIKOM SOFTWARE COMMON CORE	GOLDEN EMPIRE ELEMENTARY	01	12,500.00
P15-03281	IVS COMPUTER TECHNOLOGIES	MOVING SMART BOARD	GOLDEN EMPIRE ELEMENTARY	01	500.00
P15-03282	NWN CORPORATION	COMPUTER EQUIPMENT -SCUSD	WEST CAMPUS	01	1,665.88
P15-03283	NETOP TECH INC	SITE LICENSE FOR COMPUTER LAB	HIRAM W. JOHNSON HIGH SCHOOL	01	749.00
P15-03284	NWN CORPORATION	HP PRODESK 600 G1 SMALL FORM PC	ETHEL I. BAKER ELEMENTARY	01	580.48
P15-03285	U S BANK/SCUSD	APPLE PERIPHERAL EQUIPMENT	INTEGRATED COMMUNITY SERVICES	01	159.50
P15-03286	NWN CORPORATION	Computer for front office	MARTIN L. KING JR ELEMENTARY	01	1,064.05
P15-03287	NWN CORPORATION	COMPUTER REPLACEMENT FOR DORIS REESE SUPERVISOR	CHILD DEVELOPMENT PROGRAMS	12	1,562.15
P15-03288	NWN CORPORATION	Fax for Parent Engagement Center	MARTIN L. KING JR ELEMENTARY	01	308.14
P15-03289	NWN CORPORATION	LAPTOP/DESKTOP REPLACEMENT FOR CART & LAB	LUTHER BURBANK HIGH SCHOOL	01	12,014.19
P15-03290	NWN CORPORATION	LAPTOPS/DESKTOPS FOR STAFF	SPECIAL EDUCATION DEPARTMENT	01	88,093.59
P15-03291	GRAINGER INC ACCOUNT #80927635 5	DBL SIDED STPLDDR, FG, 16 FT. H, 300 LB CAP	WEST CAMPUS	01	846.62
P15-03292	GRAINGER INC ACCOUNT #80927635 5	ROSEMONT EMERGENCY LIGHTNINIG	FACILITIES MAINTENANCE	21	28,914.54
P15-03293	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SUPPLIES FOR E CREEK - COLLEEN RIDOLFI	CHILD DEVELOPMENT PROGRAMS	12	106.25
P15-03294	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CLASSROOM SUPPLIES - DOME CASILLAS, RM 2	CHILD DEVELOPMENT PROGRAMS	12	171.31
P15-03295	MACKIN EDUCATIONAL RESOURCES	MACKIN EDUCATIONAL RESOURCES	LEATAATA FLOYD ELEMENTARY	01	20,301.13
P15-03296	LANYARD STORE DBA IDEAL EXPRESS INC	ORDER NUMBER 323687 PRIZES AND SUPPLIES	MARTIN L. KING JR ELEMENTARY	01	645.88
P15-03297	SCHOLASTIC, INC. ORDER DESK	5TH GRADE BOOK ORDER FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	652.96

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03298	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	3,558.26
P15-03299	PRO ED PUBLISHING	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	1,446.17
P15-03300	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	86.43
P15-03301	NYSTROM INC HERF JONES EDUCATION DIVISION	6 TH GRADE CLASSROOM SUPPLIES	MATSUYAMA ELEMENTARY SCHOOL	01	1,052.15
P15-03302	FISHER SCIENTIFIC CO INC ACCT #719274-019	THERMOMETERS FOR IZ CLINIC	HEALTH SERVICES	01	266.26
P15-03303	MOORE MEDICAL CORP ACCT #17186 47	IZ FRIDGE AND CLINIC SUPPLIES	HEALTH SERVICES	01	4,955.06
P15-03304	NWN CORPORATION	HP LAPTOP FOR IMPLEMENTING AND INTEGRATING CCSS	WILL C. WOOD MIDDLE SCHOOL	01	1,106.45
P15-03305	NWN CORPORATION	COMPUTER	WOODBINE ELEMENTARY SCHOOL	01	611.60
P15-03306	NWN CORPORATION	HP LASERJET PRO 400 PRINTER M401NE	WEST CAMPUS	01	308.14
P15-03307	NWN CORPORATION	STUDENT MAC CART PRINTERS	ELDER CREEK ELEMENTARY SCHOOL	01	797.48
P15-03308	NWN CORPORATION	TECHNOLOGY EQUIPMENT -STAFF	RESEARCH & EVALUATION SERVICES	01	2,868.06
P15-03309	NWN CORPORATION	HIGH VOLUMN PRINTING	RESEARCH & EVALUATION SERVICES	01	1,433.29
P15-03310	GOODHEART-WILLCOX PUBLISHER	HVAC PROG. BOOKSALE	NEW SKILLS & BUSINESS ED. CTR	11	3,376.88
P15-03311	BOOKPAL LLC	CLASSROOM BOOK SETS	CROCKER/RIVERSIDE ELEMENTARY	01	3,097.62
P15-03312	U S BANK/SCUSD	COVER STOCK FOR GRADUATION TICKETS	HIRAM W. JOHNSON HIGH SCHOOL	01	134.99
P15-03313	DICK BLICK CUSTOMER #12751501	ART SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,764.50
P15-03314	SCHOOL HEALTH CORPORATION CUST #4523	NURSE SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	145.26
P15-03316	PATTERSON MEDICAL SUPPLY INC	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	61.31
P15-03317	BARNES & NOBLE BOOKSTORE	Supplemental books/DISCOUNT NEGO \$60+	MULTILINGUAL EDUCATION DEPT.	01	563.22
P15-03318	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Bret Harte Grant 2015	LIBRARY/TEXTBOOK SERVICES	01	1,480.63
P15-03319	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Bret Harte Grant 2015	LIBRARY/TEXTBOOK SERVICES	01	908.75
P15-03320	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Pacific Elementary	LIBRARY/TEXTBOOK SERVICES	01	2,449.41

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03321	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Pacific Elementary	LIBRARY/TEXTBOOK SERVICES	01	2,256.95
P15-03322	SCHOLASTIC, INC. ORDER DESK	15-16 SUMMER SCHOLASTIC MATERIALS	NICHOLAS ELEMENTARY SCHOOL	01	14,531.32
P15-03323	CURRICULUM ASSOCIATES LLC	SUPPLEMENTAL READING LESSONS	EARL WARREN ELEMENTARY SCHOOL	01	9,666.01
P15-03324	CURRICULUM ASSOCIATES LLC	I-READY READING AND MATH	WOODBINE ELEMENTARY SCHOOL	01	18,879.00
P15-03325	CAMP MOR	SCIENCE SUPPLIES WALDORF 7TH & 8TH GRADE	A. M. WINN ELEMENTARY SCHOOL	01	67.14
P15-03326	OFFICE DEPOT/EASTMAN ACCT. #89 574939	STAMPS FOR THE SCHOOL	MARTIN L. KING JR ELEMENTARY	01	246.00
P15-03327	OHLONE COMMUNITY COLLEGE DIST OHLONE COLLEGE	CISCO CLASS 14-15 MEMBERSHIP	NEW SKILLS & BUSINESS ED. CTR	11	300.00
P15-03328	ASSOCIATED SOUND	replace/repair PA system parts	TAHOE ELEMENTARY SCHOOL	01	998.55
P15-03329	OFFICE DEPOT/EASTMAN ACCT. #89 574939	School Supplies	MARTIN L. KING JR ELEMENTARY	01	588.20
P15-03330	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER FOR VP USE	SPECIAL EDUCATION DEPARTMENT	01	86.79
P15-03331	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES	ELDER CREEK ELEMENTARY SCHOOL	01	6,819.60
P15-03332	OFFICE DEPOT/EASTMAN ACCT. #89 574939	STAMPS TO MAIL STUDENT INFORMATION HAOME	PARKWAY ELEMENTARY SCHOOL	01	990.80
P15-03333	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER FOR PS & OT USE	SPECIAL EDUCATION DEPARTMENT	01	288.59
P15-03334	OFFICE DEPOT/EASTMAN ACCT. #89 574939	EQUIPMENT (PRINTERS)	THEODORE JUDAH ELEMENTARY	01	742.10
P15-03335	MCCUEN CONSTRUCTION, INC.	0480-401 SAM BRANNAN ROOFING	FACILITIES SUPPORT SERVICES	21	853,600.00
P15-03336	COLOMA OUTDOOR DISCOVERY SCHO	COLOMA OUTDOOR DISCOVERY SCHOOL	LEATAATA FLOYD ELEMENTARY	01	6,630.00
P15-03337	BSN SPORTS	BSN SPORTS FOR JFK	DEPUTY SUPERINTENDENT	01	14,371.34
P15-03338	CURRICULUM ASSOCIATES LLC	2015-2016 TEACHER CURR ASSOC ORDER	BG CHACON ACADEMY	09	9,926.53
P15-03339	ORIENTAL TRADING CO INC	CUSTOMIZED SCHOOL PENCILS	MARTIN L. KING JR ELEMENTARY	01	226.72
P15-03340	BARNES & NOBLE BOOKSTORE	BOOKS LITERACY SITES/DISCOUNT NEGO \$465.00	CHILD DEVELOPMENT PROGRAMS	12	2,077.92
P15-03341	U S BANK/SCUSD	BOTENE PASTA MACHINE TORCHIO CULINARY ARTS @RHS	CAREER & TECHNICAL PREPARATION	01	325.49
P15-03342	U S BANK/SCUSD	4 STATION SILVER ALUMINUM CULINARY ARTS	CAREER & TECHNICAL PREPARATION	01	353.45
P15-03343	SECONDARY SOLUTIONS	LITERATURE GUIDES FOR TCHRS	EARL WARREN ELEMENTARY SCHOOL	01	471.84
P15-03344	MARSHALLA SPEECH & LANGUAGE	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	156.01

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03345	SUPER DUPER PUBLICATIONS	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	441.54
P15-03346	ATTAINMENT COMPANY	COMMUNICATION ASSESSMENT	SP ED - TECHNOLOGIST	01	203.18
P15-03347	ENABLING DEVICES TOYS FOR SPECIAL CHILDREN	ADAPTIVE TECH ITEMS	SP ED - TECHNOLOGIST	01	439.02
P15-03348	LAKESHORE LEARNING CORP ATTENTION: JON BELL	COMMON CORE DISPLAY CARDS & PAPER	FATHER K.B. KENNY	01	2,449.64
P15-03349	PRO ED PUBLISHING	SUPPLIES FOR MS. EDWARDS	JOHN BIDWELL ELEMENTARY	01	219.84
P15-03350	SPORT SUPPLY GROUP, INC.	P.E. EQUIPMENT - MIDDLE SCHOOL	FATHER K.B. KENNY	01	1,095.45
P15-03351	BARNES & NOBLE BOOKSTORE	PURCHASE BOOKS	JOHN BIDWELL ELEMENTARY	01	711.50
P15-03352	BARNES & NOBLE BOOKSTORE	BOOKS FOR 2ND GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	138.19
P15-03353	PERMA-BOUND INC	BOOKS FOR 2ND GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	130.66
P15-03354	REALLY GOOD STUFF	TESTING STATIONS FOR CLASSROOMS	FATHER K.B. KENNY	01	832.10
P15-03355	SCHOLASTIC, INC. ORDER DESK	BOOKS FOR 2ND GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	243.04
P15-03356	SCOE	SLY PARK - MARCH 2015	NEW JOSEPH BONNHEIM	09	5,100.00
P15-03357	BISHOPS PUMPKIN FARM INC	THE HAMBURGER FARM	LEATAATA FLOYD ELEMENTARY	01	1,164.00
P15-03358	MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES	LANGUAGE TEACHER TRAINING WORKSHOP	SUTTER MIDDLE SCHOOL	01	2,000.00
P15-03360	ASTRO EVENTS OF SACRAMENTO	INFLATABLES FOR FIELD DAY- STUDENT INCENTIVE	WILL C. WOOD MIDDLE SCHOOL	01	900.00
P15-03361	DEPT. OF GENERAL SERVICES	0114-404/FREEPORT (CAPITAL COLLEGIATE) FIRE ALARM	FACILITIES SUPPORT SERVICES	21	2,400.00
P15-03362	DEPT. OF GENERAL SERVICES	0025-404/BGREEN (CHACON) FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	1,160.00
P15-03363	DEPT. OF GENERAL SERVICES	0390-404/WOODBINE FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	1,760.00
P15-03364	DEPT. OF GENERAL SERVICES	0290-404/PS7 FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	21	1,808.00
P15-03365	STATE WATER RESOURCES CONTROL BOARD	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03366	B&B LOCATING, INC.	0040-405-0125 CB WIRE PLAYFIELD REPAIRS-HYDRAULIC	FACILITIES SUPPORT SERVICES	21	3,825.00
P15-03367	ADI	FIRE ALARM UPGRADES	FACILITIES MAINTENANCE	21	82,557.52
P15-03368	ADI	SERNA BADGING SOFTWARE	FACILITIES SUPPORT SERVICES	01	1,163.11
P15-03369	ADI	SERNA ID BADGE BLANKS	FACILITIES SUPPORT SERVICES	01	1,772.87

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03370	AMERICAN PACIFIC PROMOTIONS	ID BADGE HOLDERS	FACILITIES SUPPORT SERVICES	01	1,609.25
P15-03371	AMERICAN PACIFIC PROMOTIONS	ID BADGE LANYARDS	FACILITIES SUPPORT SERVICES	01	1,282.75
P15-03372	HANCOCK PARK & DELONG INC	FACILITY CONSULTING SERVICES	FACILITIES SUPPORT SERVICES	01	1,925.00
P15-03373	THE SHADE CARE COMPANY	LUTHER BURBANK TREE REMOVAL	FACILITIES MAINTENANCE	01	1,400.00
P15-03374	SCHOLASTIC, INC. ORDER DESK	WRITING WORKSHOP GUIDES	JOHN CABRILLO ELEMENTARY	01	177.28
P15-03375	SCHOOL OUTFITTERS DBA FAT CATA LOG	HEADPHONES FOR STUDENTS	JOHN CABRILLO ELEMENTARY	01	160.01
P15-03376	THE BOOKSOURCE	CLASSROOM LIBRARYS	JOHN CABRILLO ELEMENTARY	01	18,519.34
P15-03377	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC CLASSROOM MAGAZINES	JOHN CABRILLO ELEMENTARY	01	2,006.00
P15-03378	SCHOOL DATEBOOKS, INC	STUDENT AGENDAS	JOHN CABRILLO ELEMENTARY	01	634.94
P15-03379	LINMOORE FENCING & IRON WORKS	GATES & FENCING IN FRONT ENTRY/KINDER AREA	HOLLYWOOD PARK ELEMENTARY	01	5,680.00
P15-03380	STUDEBAKER BROWN ELECTRIC INC	0138-404-MLK JR FIRE ALARM UPGRADE	FACILITIES SUPPORT SERVICES	49	309,650.00
P15-03381	U S BANK/SCUSD	LAPTOP CASE FOR STUDENT	SP ED - TECHNOLOGIST	01	109.93
P15-03382	WALCH PUBLISHER	CCSS Integrated Math Books	THE MET	09	17,785.88
P15-03383	CLARK SECURITY PRODUCTS INC	PACIFIC REKEY	PACIFIC ELEMENTARY SCHOOL	01	1,734.92
P15-03384	CDW-G C/O MICHAEL STILLE	PROJECTORS FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	1,096.61
P15-03385	BARNES & NOBLE BOOKSTORE	SQL BOOKS	RESEARCH & EVALUATION SERVICES	01	249.42
P15-03386	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CLASSROOM MATERIALS FOR STUDENTS	SUSAN B. ANTHONY ELEMENTARY	01	134.52
P15-03387	U S BANK/SCUSD	CLASSROOM MATERIALS FOR STUDENTS	SUSAN B. ANTHONY ELEMENTARY	01	142.05
P15-03388	ORIENTAL TRADING CO INC	CLASSROOM MATERIALS FOR THE STUDENTS	SUSAN B. ANTHONY ELEMENTARY	01	225.68
P15-03389	MERIT JANITORIAL SUPPLY	AUTO SCRUBBER/CHARGER/PAD DRIVER/BATTERIES	BUILDINGS & GROUNDS/OPERATIONS	01	19,521.32
P15-03390	U S BANK/SCUSD	TRAINING NETWORK DVD	RISK MANAGEMENT	01	1,172.28
P15-03391	SUSAN MCKELLAR	WORKABILITY PROGRAM ITEMS/EXPENSES	SPECIAL EDUCATION DEPARTMENT	01	527.94
P15-03392	PRO ED PUBLISHING	PAT-3 SPEECH EVALUATION	SPECIAL EDUCATION DEPARTMENT	01	246.40
P15-03393	CEREBELLUM CORPORATION	DVD'S FOR RESOURCE USE (RSMNT)	SPECIAL EDUCATION DEPARTMENT	01	156.26
P15-03394	ORIENTAL TRADING CO INC	MISC CLASS ITEMS FOR LD CLASS (PALMER)	SPECIAL EDUCATION DEPARTMENT	01	104.59

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03395	THERAPY SHOPPE	OCC THERAPY MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	1,080.96
P15-03396	ORIENTAL TRADING CO INC	OCC THERAPY MTRLS	SPECIAL EDUCATION DEPARTMENT	01	122.07
P15-03397	PAR INC	PSYCH EVAL FORMS (E.D.)	SPECIAL EDUCATION DEPARTMENT	01	1,088.64
P15-03398	PAR INC	WRAML PSYCH ASSESSMENTS	SPECIAL EDUCATION DEPARTMENT	01	2,226.42
P15-03399	ACADEMIC THERAPY PUBLICATION	VISUAL PERCEPTION TEST -3	SPECIAL EDUCATION DEPARTMENT	01	213.85
P15-03400	WESTERN PSYCHOLOGICAL SERVICES	ANXIETY EVALUATION SCALE	SPECIAL EDUCATION DEPARTMENT	01	417.73
P15-03401	READ NATURALLY INC	READING FOR RSP CLASS (MOORE)	SPECIAL EDUCATION DEPARTMENT	01	153.96
P15-03402	HAWTHORNE EDUCATIONAL SERVICES	A.D.D. EVAL KIT	SPECIAL EDUCATION DEPARTMENT	01	474.15
P15-03403	MHS	ANXIETY & DEPRESSION EVAL MTRLS	SPECIAL EDUCATION DEPARTMENT	01	1,348.53
P15-03404	NORTHERN SPEECH SERVICES, INC	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	603.04
P15-03406	U S BANK/SCUSD	REUSABLE NAME CARDS	SPECIAL EDUCATION DEPARTMENT	01	585.74
P15-03407	U S BANK/SCUSD	SPEECH LANGUAGE EVALUATION ITEMS	SPECIAL EDUCATION DEPARTMENT	01	154.46
P15-03408	U S BANK/SCUSD	CLASS SUPPLIES-KARLOVICK	SUTTER MIDDLE SCHOOL	01	67.28
P15-03409	U S BANK/SCUSD	ONLINE PROGRAM & WORKBOOKS	SPECIAL EDUCATION DEPARTMENT	01	1,160.00
P15-03410	ROCHESTER 100, INC	HOMEWORK FOLDERS FOR STUDENTS	SUSAN B. ANTHONY ELEMENTARY	01	470.89
P15-03411	U S BANK/SCUSD	MACBOOK CASE (HARBISON)	SP ED - TECHNOLOGIST	01	69.75
P15-03412	U S BANK/SCUSD	MACBOOK CASE (M. BROOKS)	SP ED - TECHNOLOGIST	01	58.98
P15-03413	THERAPY SHOPPE	STUDENT THERAPY ITEMS	SP ED - TECHNOLOGIST	01	46.47
P15-03415	DON JOHNSTON INCORPORATED	SOFTWARE (VAILLANCOURT)	SP ED - TECHNOLOGIST	01	404.88
P15-03416	AKT INC DBA WRITER LEARNING SY STEMS	SPEAKING DEVICE & SOFTWARE (MACINTOSH)	SP ED - TECHNOLOGIST	01	312.84
P15-03417	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTER FOR STUDENT (LIANG)	SP ED - TECHNOLOGIST	01	138.22
P15-03418	Apple Inc Apple Financial Services	I PAD AIR FOR STUDENT	SP ED - TECHNOLOGIST	01	1,038.72
P15-03419	AKT INC DBA WRITER LEARNING SY STEMS	ADAPTIVE SPEAKING DEVICE	SP ED - TECHNOLOGIST	01	286.44
P15-03421	Apple Inc Apple Financial Services	MACBOOK AIR FOR STUDENT	SP ED - TECHNOLOGIST	01	1,228.42
P15-03422	ENHANCED VISION	VISION ASSESSMENT	SP ED - TECHNOLOGIST	01	774.08
P15-03423	ABLENET INC	VISION ASSESSMENT	SP ED - TECHNOLOGIST	01	448.17
P15-03424	AMERICAN PRINTING HOUSE FOR BL IND INC	VISION ASSESSMENT ITEM	SP ED - TECHNOLOGIST	01	193.13

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03425	TRIMARK ECONOMY RESTAURANT FIX TURES	REPLACEMENT REFRIGERATOR AT ETHEL I BAKER	NUTRITION SERVICES DEPARTMENT	13	3,567.48
P15-03426	SUZANNE BARCHERS	15-16 SUMMER READER'S THEATRE	NICHOLAS ELEMENTARY SCHOOL	01	233.28
P15-03427	MOORE MEDICAL CORP ACCT #17186 47	FIRST AID SUPPLIES	H.W. HARKNESS ELEMENTARY	01	278.36
P15-03428	SACRAMENTO RIVER CATS BASEBALL	SACRAMENTO RIVER CAT TICKETS FOR 5/28/15	BOWLING GREEN ELEMENTARY	09	388.00
P15-03430	MCCARTHY BUILDING COMPANIES	0272-405-0162 PARKWAY MP FLOORING/BASE REPLACE	FACILITIES SUPPORT SERVICES	01	57,000.00
P15-03431	R&T EVENTS PLANNING & CATERING	LAW & SOCIAL JUSTICE ACADEMY RECOGNITION EVENT	LUTHER BURBANK HIGH SCHOOL	01	1,840.25
P15-03432	ACORN MEDIA	CHARGER FOR LAPTOP DEPOT	LUTHER BURBANK HIGH SCHOOL	01	425.36
P15-03433	UNIVERSITY OF CALIFORNIA DAVIS	ROBOTIC COMPETITION	LUTHER BURBANK HIGH SCHOOL	01	444.85
P15-03434	COOLE SCHOOL	PLANNERS FOR MIDDLE SCHOOL	MARTIN L. KING JR ELEMENTARY	01	501.30
P15-03435	SYSCO FOOD SVCS OF SACRAMENTO	4564 5/20/15 SHELF STABLE MILK	NUTRITION SERVICES DEPARTMENT	13	27,667.20
P15-03436	ZEPEDA FOODS, LLC	4/23/15 CA THURSDAY FRESH SALSA/GUAC	NUTRITION SERVICES DEPARTMENT	13	317.69
P15-03437	TRIMARK ECONOMY RESTAURANT FIX TURES	ELECTRIC CAN OPENER FOR CAFETERIA USE	NUTRITION SERVICES DEPARTMENT	13	13,342.79
P15-03438	AG LINK INC	4/23/15 CA THURSDAY FRESH FRUIT	NUTRITION SERVICES DEPARTMENT	13	288.00
P15-03439	FOOD 4 THOUGHT LLC	4/23/15 CA THURSDAY FRESH FRUIT	NUTRITION SERVICES DEPARTMENT	13	213.05
P15-03440	FULL BELLY FARM INC	4/23/15 CA THURSDAY FRESH VEGGIES	NUTRITION SERVICES DEPARTMENT	13	816.00
P15-03441	CAPAY VALLEY GROWERS, INC.	4/23/15 CA THURSDAY FRESH VEGGIES	NUTRITION SERVICES DEPARTMENT	13	746.00
P15-03442	DAYLIGHT FOODS, INC.	4/23/15 CA THURSDAY FRESH VEGGIES	NUTRITION SERVICES DEPARTMENT	13	559.86
P15-03443	U S BANK/SCUSD	TIRES AND ARMREST FOR WHEELCHAIRS	ROSEMONT HIGH SCHOOL	01	71.91
P15-03444	PERMA-BOUND INC	HARDBACK BOOKS, CLASS SETS	SEQUOIA ELEMENTARY SCHOOL	01	7,905.74
P15-03445	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HET/CCSS MATERIALS FOR BF10	BG CHACON ACADEMY	09	347.15
P15-03446	PERMA-BOUND INC	BOWLING GREEN CHACON LIBRARY BOOKS 2015	BG CHACON ACADEMY	09	1,428.84
P15-03447	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	BOWLING GREEN CHACON LIBRARY BOOKS 2015(2)	BG CHACON ACADEMY	09	1,097.92

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03448	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HET/CCSS MATERIALS (PADILLA)	BG CHACON ACADEMY	09	199.56
P15-03449	ZOO PHONICS	HET/CCSS MATERIALS FOR DAYTON	BG CHACON ACADEMY	09	822.45
P15-03450	THE BOOKSOURCE	HET/CCSS MATERIALS (SANCHEZ)	BG CHACON ACADEMY	09	773.14
P15-03451	FOLLETT SCHOOL SOLUTIONS	ONLINE ACCESS TEXTBOOK MANAGER (CURRICULUM)	CURRICULUM & PROF DEVELOP	01	37,922.72
P15-03452	READ NATURALLY INC	EL INSTRUCTIONAL MATERIALS	SEQUOIA ELEMENTARY SCHOOL	01	531.04
P15-03453	MOORE MEDICAL CORP ACCT #17186 47	MEDICAL SUPPLIES	FATHER K.B. KENNY	01	417.99
P15-03454	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HET/CCSS MATERIALS SANCHEZ	BG CHACON ACADEMY	09	113.91
P15-03455	B & H PHOTO	MEDIA CLASS SUPPLIES	ROSEMONT HIGH SCHOOL	01	208.21
P15-03456	BULBMAN ACCT #SAC03	ADDITIONAL BULBS FOR LIGHTING CAMPUS	ROSEMONT HIGH SCHOOL	01	153.25
P15-03457	DEMCO INC #C16027	LIBRARY SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	104.34
P15-03458	CURRICULUM ASSOCIATES LLC	COMMON CORE SUPPLEMENTAL MATERIALS	PONY EXPRESS ELEMENTARY SCHOOL	01	77.02
P15-03459	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	soccer league fees	JOHN H. STILL - K-8	01	1,700.00
P15-03460	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HET/CCSS MATERIALS (YAANGH)	BG CHACON ACADEMY	09	921.89
P15-03461	SUPPLY WORKS	AIR MOVER FOR OPERATIONS	BUILDINGS & GROUNDS/OPERATIONS	01	218.61
P15-03462	SCHOLASTIC, INC. ORDER DESK	READ 180, SCHOLASTIC	FERN BACON MIDDLE SCHOOL	01	323.13
P15-03463	BMI EDUCATIONAL SERVICE INC	CIRCUIT NOVEL AND CODE ORANGE	FERN BACON MIDDLE SCHOOL	01	4,138.94
P15-03464	Apple Inc Apple Financial Services	INSTRUCTIONAL SUPPORT; SAVED \$178.56	CESAR CHAVEZ INTERMEDIATE	01	10,159.32
P15-03465	APPLE COMPUTER INC K-12 EDUCATION	MACBOOK AIRS & CART - QTE #2202271944 & 2202233375	THEODORE JUDAH ELEMENTARY	01	9,435.73
P15-03466	Apple Inc Apple Financial Services	MINI DISPLAYPORT TO VGA ADAPTORS	SUTTERVILLE ELEMENTARY SCHOOL	01	755.16
P15-03467	U S BANK/SCUSD	WORKBOOKS FOR LH CLASS	MARTIN L. KING JR ELEMENTARY	01	45.94
P15-03468	ATHLETICS UNLIMITED	FOOTBALL HELMETS FOR UPCOMING SEASON	ROSEMONT HIGH SCHOOL	01	4,500.00
P15-03469	PRODUCT DESIGN 7 LLC	LPPA SASH FOR GRADUATION	C. K. McCLATCHY HIGH SCHOOL	01	1,900.54
P15-03470	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03471	U S BANK/SCUSD	CALCARD REIMBURSEMENT	ACADEMIC OFFICE	01	560.30

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03472	SACRAMENTO URBAN DEBATE LEAGUE	REIMBURSEMENT FOR FIELD TRIP COSTS FOR DEBATE TEAM	ROSEMONT HIGH SCHOOL	01	660.46
P15-03473	CHARTER SCHOOLS DEVELOP. CTR.	CSDC MEMBERSHIP RENEWAL 2016	BG CHACON ACADEMY	09	1,122.00
P15-03474	DAVID STAFFORD	REIMBURSEMENT FOR TRAINING	ROSEMONT HIGH SCHOOL	01	1,338.00
P15-03475	ALICE PARENTE	ARTS FOR ALL ABILITIES	FERN BACON MIDDLE SCHOOL	01	400.00
P15-03476	CHARTER SCHOOLS DEVELOP. CTR.	CHARTER MEMBERSHIP RENEWAL DUES FOR 2015/16	BOWLING GREEN ELEMENTARY	09	1,455.00
P15-03477	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03478	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03479	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03480	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03481	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03482	SIERRA STRIPING INC	PLAYGROUND STRIPING	JOHN CABRILLO ELEMENTARY	01	5,299.80
P15-03483	HONEYWELL INTERNATIONAL INC.	BADGING DATABASE UPGRADE	FACILITIES SUPPORT SERVICES	01	470.00
P15-03484	ADI	SECURITY CAMERA	FACILITIES SUPPORT SERVICES	01	1,733.76
P15-03485	WIREMAN FENCE PRODUCTS	PRIVACY FENCING FOR KINDERGARTEN PLAYGROUND	JOHN CABRILLO ELEMENTARY	01	3,030.41
P15-03486	SIERRA WINDOW COVERINGS INC	SIERRA WINDOW COVERING	WEST CAMPUS	01	694.40
P15-03487	APPLE COMPUTER INC K-12 EDUCATION	LAPTOPS FOR SCHOOL/TEACHERS	SUTTER MIDDLE SCHOOL	01	24,838.77
P15-03488	YOUNG ACTORS STAGE	TICKETS FOR CLASS AND TEACHERS-VICARI	SUTTER MIDDLE SCHOOL	01	25.00
P15-03489	BADGE A MINIT	BUTTON MAKER FOR ELD	FERN BACON MIDDLE SCHOOL	01	325.44
P15-03490	CAL TROPIC PRODUCERS INC	4558 5/6/15 SUNFLOWER SEED KERNELS	NUTRITION SERVICES DEPARTMENT	13	5,900.00
P15-03491	SYSCO FOOD SVCS OF SACRAMENTO	4567 5/13/15 RANCH PACKETS	NUTRITION SERVICES DEPARTMENT	13	731.25
P15-03492	EASTSIDE ENTREES INC. E S FOOD S INC.	4568 6/2/15 BF STICK MEAL PKS	NUTRITION SERVICES DEPARTMENT	13	46,781.28
P15-03493	APPLE COMPUTER INC K-12 EDUCATION	APPLE LAPTOPS-IMPLEMENTING AND INTEGRATING CCSS	WILL C. WOOD MIDDLE SCHOOL	01	9,572.96
P15-03494	Apple Inc Apple Financial Services	MACBOOK FOR STUDENT/TEACHER	ELDER CREEK ELEMENTARY SCHOOL	01	17,057.80

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03495	Apple Inc Apple Financial Services	POWER ADAPTER FOR MACBOOK AIRS	MATSUYAMA ELEMENTARY SCHOOL	01	171.43
P15-03496	Apple Inc Apple Financial Services	MACBOOKS WITH CART	SAM BRANNAN MIDDLE SCHOOL	01	37,482.08
P15-03497	Apple Inc Apple Financial Services	MAC CART FOR CLASSROOM	ELDER CREEK ELEMENTARY SCHOOL	01	1,952.95
P15-03498	Apple Inc Apple Financial Services	MACBOOK AIR 5 PACK	FERN BACON MIDDLE SCHOOL	01	6,047.60
P15-03499	Apple Inc Apple Financial Services	MACBOOK AIR 5 PACK-2	FERN BACON MIDDLE SCHOOL	01	6,047.60
P15-03500	HUMAN RELATIONS MEDIA	HEALTH EDUCATION VIDEOS	HEALTH SERVICES	01	548.77
P15-03501	U S BANK/SCUSD	paper trimmer	GENEVIEVE DIDION ELEMENTARY	01	434.24
P15-03502	STUDEBAKER BROWN ELECTRIC INC	0359-405-0124 TAHOE LIGHTS-KPODS/RACK & GATES	FACILITIES SUPPORT SERVICES	01	30,350.00
P15-03503	U S BANK/SCUSD	Amazon Sports Equipment	THE MET	09	217.49
P15-03504	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	PROJECTOR INSTALLATION IN CLASSROOMS	HOLLYWOOD PARK ELEMENTARY	01	6,544.43
P15-03505	ST PRINTING & COMMUNICATIONS	STUDENT COMMUNICATION FOLDER	ELDER CREEK ELEMENTARY SCHOOL	01	2,329.50
P15-03506	KENDALL HUNT PUBLISHERS	TEACHER / STUDENT GUIDE BOOKS	ELDER CREEK ELEMENTARY SCHOOL	01	124.62
P15-03507	U S BANK/SCUSD	MEDICAL SUPPLY FOR NURSE/OFFICE	ELDER CREEK ELEMENTARY SCHOOL	01	97.54
P15-03508	METRO MAILING SERVICE INC	2015-2016 ENROLLMENT POSTCARDS - NOEL ESTACIO	CHILD DEVELOPMENT PROGRAMS	12	1,808.94
P15-03509	RAMON CAMPOS	REIMBURSEMENT FOR SUPPLIES	NEW JOSEPH BONNHEIM	09	546.42
P15-03510	SUSAN KOVALIK PMB 401	REIMBURSEMENT SUSAN KOVALIK/NASCO	NEW JOSEPH BONNHEIM	09	1,304.79
P15-03511	DENNIS MAH	REIMBURSEMENT TO DR. MAH	NEW JOSEPH BONNHEIM	09	1,488.60
P15-03512	ALEFNUL C/O AMANDA MINA	SOUND SYSTEM FOR PROMOTION	FERN BACON MIDDLE SCHOOL	01	500.00
P15-03513	SUSAN KOVALIK PMB 401	REIMBURSEMENT TO SUSAN KOVALIK	NEW JOSEPH BONNHEIM	09	727.22
P15-03514	VICTORIA LIN	REIMBURSEMENT TO VICTORIA LIN	NEW JOSEPH BONNHEIM	09	665.68
P15-03515	ACCESS INFORMATION HOLDINGS LL C	SHREDDING DOCUMENTS	C. K. McCLATCHY HIGH SCHOOL	01	330.00
P15-03516	SWRCB	APPLICATION FEE - CA STORM WATER	FACILITIES SUPPORT SERVICES	01	200.00
P15-03517	RAINFORTH GRAU ARCHITECTS	703-0510/MCCLATCHY GYM HVAC REIMBURSEABLE	FACILITIES SUPPORT SERVICES	21	142.35
P15-03518	Precision for Collision	AUTO BODY PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	840.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03519	ROEBBELEN CONTRACTING INC	R&R - PATTI LEWKOWITZ (CRPM-2054)	CHILD DEVELOPMENT PROGRAMS	12	149,819.00
P15-03520	PERFORMANCE POWDER COATING & S ANDBLASTING LLC	SANDBLASTING DOWNSPOUTS	FACILITIES MAINTENANCE	01	680.00
P15-03521	ALL WEST COACHLINES INC	ALL WEST CHARTER FOR 4TH GRADE COLOMA STATE PARK	MARTIN L. KING JR ELEMENTARY	01	794.00
P15-03522	ALL WEST COACHLINES INC	ALL WEST CHARTER FOR 6TH GRADE DISCOVERY KINGDOM	MARTIN L. KING JR ELEMENTARY	01	819.88
P15-03523	ALL WEST COACHLINES INC	ALL WEST TO SACRAMENTO ZOO 1ST GRADE	MARTIN L. KING JR ELEMENTARY	01	623.27
P15-03524	TENNANT	PURCHASE OF SWEEPER AND EQUIPMENT	BUILDINGS & GROUNDS/OPERATIONS	01	36,467.90
P15-03525	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	15-16 SUMMER VOCAB TOOL KITS - KINSELLA	NICHOLAS ELEMENTARY SCHOOL	01	10,973.05
P15-03526	DEMCO INC #C16027	LIBRARY SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	252.10
P15-03527	EDUCATIONAL INNOVATIONS	FOSSILS	ALBERT EINSTEIN MIDDLE SCHOOL	01	707.29
P15-03528	BARNES & NOBLE BOOKSTORE	ELA NOVELS	ALBERT EINSTEIN MIDDLE SCHOOL	01	472.50
P15-03529	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	INSTRUCTIONAL SUPPLIES K-2	NEW JOSEPH BONNHEIM	09	2,322.64
P15-03530	DEL SOL PUBLISHING	HET/CCSS MATERIALS (CISNEROS)	BG CHACON ACADEMY	09	534.60
P15-03531	GOPHER SPORT	PE- VOLLEYBALLS	ALBERT EINSTEIN MIDDLE SCHOOL	01	315.90
P15-03532	BARNES & NOBLE BOOKSTORE	CLASSROOM BOOKS	SEQUOIA ELEMENTARY SCHOOL	01	120.83
P15-03533	BARNES & NOBLE BOOKSTORE	LIBRARY BOOKS	CAMELLIA BASIC ELEMENTARY	01	1,758.58
P15-03534	HEINEMANN PUBLISHING	instructional materials for ELLA summer program	JOHN H. STILL - K-8	01	14,978.94
P15-03535	GOPHER SPORT	PE- LACROSSE	ALBERT EINSTEIN MIDDLE SCHOOL	01	487.21
P15-03536	CAMBIUM LEARNING	Supplemental Materials summer school	MULTILINGUAL EDUCATION DEPT.	01	25,712.22
P15-03537	IMAGESTUFF.COM	DOG TAGS(2) 14-15	EDWARD KEMBLE ELEMENTARY	01	998.20
P15-03538	MARZANO RESEARCH LABORATORY	MARZANO RESEARCH - STAFF DEV. BOOKS & DVDS	FATHER K.B. KENNY	01	1,532.84
P15-03539	ALPHA FIRED ARTS	TO REPAIR KILNS	ROSEMONT HIGH SCHOOL	01	2,966.40
P15-03540	U S BANK/SCUSD	CONSTRUCTION VESTS	FACILITIES SUPPORT SERVICES	01	1,579.24
P15-03541	AIR FILTER SUPPLY	HVAC FILTERS	WILLIAM LAND ELEMENTARY	01	251.81
P15-03543	Apple Inc Apple Financial Services	MACBOOK AIR 5 PACK	FERN BACON MIDDLE SCHOOL	01	12,095.20

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03544	B & H PHOTO-VIDEO	B&H PHOTO - NEW TECH - DALE MEANS - VIDEO LAB OPERATIONS EQUIPMENT	CAREER & TECHNICAL PREPARATION	01	5,872.97
P15-03545	BAR HEIN CO	OPERATIONS EQUIPMENT	BUILDINGS & GROUNDS/OPERATIONS	01	4,652.45
P15-03546	BATTERIES PLUS	WALKIE TALKIE BATTERIES	ETHEL I. BAKER ELEMENTARY	01	388.69
P15-03548	U S BANK/SCUSD	BEST BUY CAMCORDER	FATHER K.B. KENNY	01	763.82
P15-03549	U S BANK/SCUSD	FROGS FOR SCIENCE	ALBERT EINSTEIN MIDDLE SCHOOL	01	595.08
P15-03550	PLATO LEARNING	READING EGGS PROGRAM SUPP MAT'LS	PONY EXPRESS ELEMENTARY SCHOOL	01	525.00
P15-03551	RUDOLF STEINER COLLEGE	CLASS SET WALDORF-SPECIFIC READERS; GR. 2 & 3	ALICE BIRNEY WALDORF	01	2,577.74
P15-03552	BARNES & NOBLE BOOKSTORE	BOOKS FOR STUDENT SUPPORT	BOWLING GREEN ELEMENTARY	09	96.16
P15-03553	MOORE MEDICAL CORP ACCT #17186 47	SUPPLIES FOR NURSES - CHIA CHA	CHILD DEVELOPMENT PROGRAMS	12	639.07
P15-03555	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	HT/CCSS MATERIALS FOR RESOURCE	BG CHACON ACADEMY	09	211.34
P15-03556	NASCO	HET/CCSS MATERIALS (CISNEROS)	BG CHACON ACADEMY	09	320.26
P15-03557	NATIONAL GEOGRAPHIC STORE	HET/CCSS MATERIALS (CURTIS)	BG CHACON ACADEMY	09	1,004.85
P15-03558	NASCO	HET/CCSS MATERIALS (GILBERT)	BG CHACON ACADEMY	09	320.26
P15-03559	AMERICAN LEGACY PUBLISHING	6TH GR WORLD HISTORY STUDIES WKLY	NICHOLAS ELEMENTARY SCHOOL	01	652.92
P15-03560	AMERICAN LEGACY PUBLISHING	STUDIES WEEKLY	NEW JOSEPH BONNHEIM	09	166.01
P15-03561	PERMA-BOUND INC	SUPPLEMENTAL MATERIALS - LIBRARY BOOKS	PONY EXPRESS ELEMENTARY SCHOOL	01	1,502.89
P15-03562	MCGRAW-HILL EDUCATION LLC	CLASSROOM SUPPLIES K-2	NEW JOSEPH BONNHEIM	09	2,047.71
P15-03563	OFFICE DEPOT/EASTMAN ACCT. #89 574939	TONER CARTRIDGE FOR THE DISCIPLINE OFFICE	JOHN F. KENNEDY HIGH SCHOOL	01	93.77
P15-03564	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	PONY EXPRESS ELEMENTARY SCHOOL	01	960.23
P15-03565	NASCO	INSTRUCTIONAL MATERIAL	THEODORE JUDAH ELEMENTARY	01	4,826.49
P15-03566	JONES SCHOOL SUPPLY CO INC	JONES AWARD MEDALS/APRIL CMA-CST AWARDS ASSEMBLY	FATHER K.B. KENNY	01	904.04
P15-03567	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PARENT ENGAGEMENT SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	12,141.68
P15-03568	CASCADE ROCK INC	CASCADE ROCK	WEST CAMPUS	01	1,000.00
P15-03569	JOSTENS INC	JOSTENS -DIPLOMA FOR WEST CAMPUS	WEST CAMPUS	01	703.20

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03570	GREGORY THOMAS	THE HOME DEPOT - REIMBURSEMENT	WEST CAMPUS	01	1,036.91
P15-03571	GRAINGER INC ACCOUNT #80927635 5	CUSTODIAL SUPPLIES	WEST CAMPUS	01	1,476.65
P15-03572	SUPPLY WORKS	CLEAN SOURCE FOR CUSTODIAL SUPPLIES	WEST CAMPUS	01	329.14
P15-03573	SCHOOL NURSE SUPPLY INC	THERMO SCAN COV/EXAM TABLE PAPER	BG CHACON ACADEMY	09	80.82
P15-03574	RISO PRODUCTS OF SACRAMENTO	Riso Yearly agreement	ROSEMONT HIGH SCHOOL	01	592.00
P15-03575	RISO PRODUCTS OF SACRAMENTO	INK & MASTERS FOR RISO	H.W. HARKNESS ELEMENTARY	01	313.57
P15-03576	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTERS	FERN BACON MIDDLE SCHOOL	01	2,700.00
P15-03577	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTERS	JAMES W MARSHALL ELEMENTARY	01	584.28
P15-03578	RISO PRODUCTS OF SACRAMENTO	14-15 RISO Z TYPE INK & MASTRS	NICHOLAS ELEMENTARY SCHOOL	01	1,053.00
P15-03579	Brandi Brown	STUDENT REIMBURSEMENT FOR PHONE	C. K. McCLATCHY HIGH SCHOOL	01	759.49
P15-03580	RISO PRODUCTS OF SACRAMENTO	RISO AGREEMENT RZ220	ETHEL I. BAKER ELEMENTARY	01	425.00
P15-03581	RISO PRODUCTS OF SACRAMENTO	RISO DUPLICATING MACHINES	CAMELLIA BASIC ELEMENTARY	01	3,895.15
P15-03582	RISO PRODUCTS OF SACRAMENTO	RISO SERVICE AGREEMENT 5/14/15 - 05/13/16	BOWLING GREEN ELEMENTARY	09	192.00
P15-03583	RISO PRODUCTS OF SACRAMENTO	RISO DUPLICATOR/MICRO 8, 5/1415-5/13/16	BOWLING GREEN ELEMENTARY	09	125.00
P15-03584	GBC GENERAL BINDING CORP ACCO BRANDS USA LLC	MAINTENANCE CONTRACT FOR LAMINATOR	GOLDEN EMPIRE ELEMENTARY	01	420.00
P15-03585	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 MAINTENANCE AGREEMENT	LUTHER BURBANK HIGH SCHOOL	01	289.00
P15-03586	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 MAINTENANCE AGREEMENT	LUTHER BURBANK HIGH SCHOOL	01	425.00
P15-03587	RISO PRODUCTS OF SACRAMENTO	MAINTENANCE CONTRACT FOR RISO DUPLICATOR	GOLDEN EMPIRE ELEMENTARY	01	807.00
P15-03588	RISO PRODUCTS OF SACRAMENTO	MAINTENANCE CONTRACT FOR RISO DUPLICATOR	GOLDEN EMPIRE ELEMENTARY	01	425.00
P15-03589	RISO PRODUCTS OF SACRAMENTO	MAINTENANCE CONTRACT FOR RISO DUPLICATOR	GOLDEN EMPIRE ELEMENTARY	01	205.00
P15-03590	RISO PRODUCTS OF SACRAMENTO	RISO RN200 MAINT AGREEMENT	NICHOLAS ELEMENTARY SCHOOL	01	765.00
P15-03591	RISO PRODUCTS OF SACRAMENTO	RISO RZ220 MAINT AGREEMENT	NICHOLAS ELEMENTARY SCHOOL	01	765.00
P15-03592	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 MAINT AGREEMENT	NICHOLAS ELEMENTARY SCHOOL	01	100.00
P15-03593	NORTHSTAR AV	Epson Bulbs; SAVED \$100.20	MARK TWAIN ELEMENTARY SCHOOL	01	406.88

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03594	NORTHSTAR AV	EPSON ELPLP42 LAMPS	FERN BACON MIDDLE SCHOOL	01	937.44
P15-03595	NORTHSTAR AV	POWERLITE BULBS; SAVED \$291.49	NICHOLAS ELEMENTARY SCHOOL	01	1,171.80
P15-03596	SPORT SUPPLY GROUP, INC.	SUPPLEMENTAL VARIOUS PE SUPPLIES	PONY EXPRESS ELEMENTARY SCHOOL	01	666.82
P15-03597	SCHOOL HEALTH CORPORATION CUST #4523	SUPPLIES FOR NURSES - CHIA CHA	CHILD DEVELOPMENT PROGRAMS	12	2,733.95
P15-03598	RANDOM HOUSE INC	HET/CCSS MATERIALS RESOURCE (FRANCIS)	BG CHACON ACADEMY	09	258.55
P15-03599	SCHOLASTIC BOOK CLUBS, INC	1ST GR SCHOLASTIC BOOKS	NICHOLAS ELEMENTARY SCHOOL	01	207.72
P15-03600	S&S DISCOUNT SPORTS & PE SUPPL	PE EQUIPMENT	ALBERT EINSTEIN MIDDLE SCHOOL	01	909.64
P15-03601	MOORE MEDICAL CORP ACCT #17186 47	SUPPLIES FOR NURSES OFFICE	CAROLINE WENZEL ELEMENTARY	01	99.03
P15-03602	HUBERT COMPANY LLC	KITCHEN OVEN MITTS	NUTRITION SERVICES DEPARTMENT	13	3,974.20
P15-03603	Masterpiece Cookies	4586 6/11/15 SUMMER FEED EMOJI BARS	NUTRITION SERVICES DEPARTMENT	13	8,522.00
P15-03604	SYSCO FOOD SVCS OF SACRAMENTO	4573 5/22/15 SUMMER FEED PRETZELS	NUTRITION SERVICES DEPARTMENT	13	2,954.82
P15-03605	SYSCO FOOD SVCS OF SACRAMENTO	4574 6/12/15 SUMMER FEED CHIPS/RANCH	NUTRITION SERVICES DEPARTMENT	13	1,676.50
P15-03606	SYSCO FOOD SVCS OF SACRAMENTO	4576 6/18/15 SUMMER FEED PUDDING	NUTRITION SERVICES DEPARTMENT	13	2,038.95
P15-03607	SYSCO FOOD SVCS OF SACRAMENTO	4577 6/24/15 SUMMER FEED YOGURT	NUTRITION SERVICES DEPARTMENT	13	2,163.60
P15-03608	SYSCO FOOD SVCS OF SACRAMENTO	4578 7/1/15 SUMMER FEED PUDDING	NUTRITION SERVICES DEPARTMENT	13	2,006.75
P15-03609	SYSCO FOOD SVCS OF SACRAMENTO	4579 7/6/15 SUMMER FEED CHIPS	NUTRITION SERVICES DEPARTMENT	13	1,577.60
P15-03610	SYSCO FOOD SVCS OF SACRAMENTO	4580 7/7/15 SUMMER FEED SNACKS/TORTILLA	NUTRITION SERVICES DEPARTMENT	13	2,595.24
P15-03611	SYSCO FOOD SVCS OF SACRAMENTO	4581 7/15/15 SUMMER FEED YOGURT	NUTRITION SERVICES DEPARTMENT	13	2,160.00
P15-03612	SYSCO FOOD SVCS OF SACRAMENTO	4582 7/22/15 SUMMER FEED PUDDING	NUTRITION SERVICES DEPARTMENT	13	2,006.75
P15-03613	TREE TOP INC	4584 6/9/15 SUMMER FEED APPLESAUCE CUPS	NUTRITION SERVICES DEPARTMENT	13	4,832.50
P15-03614	TYSON FOODS	4585 6/12/15 SUMMER FEED CHICKEN TENDERS	NUTRITION SERVICES DEPARTMENT	13	8,030.87
P15-03615	U S BANK/SCUSD	KINDER & 6TH GRADE PROMOTION SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	215.59
P15-03616	SUPPLY WORKS	LIGHT BULBS FOR GYM	GENEVIEVE DIDION ELEMENTARY	01	529.48
P15-03617	SUPPLY WORKS	CUSTODIAL SUPPLIES	SAM BRANNAN MIDDLE SCHOOL	01	2,286.57

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03618	SUPPLY WORKS	CUSTODIAL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	116.86
P15-03619	SUPPLY WORKS	CUSTODIAL SUPPLIES FOR THE REST OF THE YEAR	ROSEMONT HIGH SCHOOL	01	2,364.96
P15-03620	WARDS NATURAL SCIENCE INC CONT RACT #010410-999	EARTH SCIENCE SPECIAL PROJECT SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	383.76
P15-03621	OFFICE DEPOT/EASTMAN ACCT. #89 574939	U.S. Postage Stamps	THE MET	09	540.00
P15-03622	SILVERADO STAGES INC	After Close Emergency Requisition-SILVERADO STAGES	FATHER K.B. KENNY	01	784.11
P15-03623	SCIENTIFICS DIRECT	HET/CCSS MATERIAL BF10	BG CHACON ACADEMY	09	506.69
P15-03624	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	SCHOOL SPECIALITY - CLASSROOM SAFETY MATS	FATHER K.B. KENNY	01	680.39
P15-03625	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	REWARDS FOR STUDENTS	MARTIN L. KING JR ELEMENTARY	01	610.01
P15-03626	SHOWBIZ EVENT LIGHTING	GRADUATION SOUND INVOICE	ROSEMONT HIGH SCHOOL	01	964.07
P15-03627	THE BOOKSOURCE	CLASSROOM SUPPLIES K-2	NEW JOSEPH BONNHEIM	09	1,813.48
P15-03628	GOPHER SPORT	VOLLEYBALL EQUIPMENT	SAM BRANNAN MIDDLE SCHOOL	01	2,054.99
P15-03629	READING PARTNERS	TREAT AS CONFIRMING	BRET HARTE ELEMENTARY SCHOOL	01	5,000.00
P15-03630	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CHAIRS FOR LIBRARY	H.W. HARKNESS ELEMENTARY	01	499.05
P15-03631	DICK BLICK CUSTOMER #12751501	Blick Art Material	THE MET	09	84.03
P15-03632	SCHOLASTIC, INC. ORDER DESK	CLASSROOM RESOURCE READING MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	650.35
P15-03633	ZAJIC APPLIANCE SERVICE, INC	ELECTRIC DRYER - WA CC	CHILD DEVELOPMENT PROGRAMS	12	481.92
P15-03634	SCHOLASTIC, INC. ORDER DESK	SUPPLEMENTAL MAGAZINES FOR SCIENCE STUDENTS	FERN BACON MIDDLE SCHOOL	01	394.59
P15-03635	SCANTRON CORPORATION	SCANTRON FORMS	LUTHER BURBANK HIGH SCHOOL	01	1,945.23
P15-03636	PARTS EXPRESS INC	PORTABLE SOUND SYSTEM	WOODBINE ELEMENTARY SCHOOL	01	521.11
P15-03638	U S BANK/SCUSD	CAMERAS	SAM BRANNAN MIDDLE SCHOOL	01	1,541.22
P15-03639	A-1 EMBROIDERY	LPPA UNIFORMS	C. K. McCLATCHY HIGH SCHOOL	01	6,667.43
P15-03640	ADI	SECURITY CAMERAS FOR CAMELLIA CAMPUS	CAMELLIA BASIC ELEMENTARY	01	1,566.72
P15-03641	ACOUSTI-MEDICAL INSTRUMENTS	REPLACEMENT AUDIOMETER ADAPTERS	HEALTH SERVICES	01	134.33
P15-03642	ADI	SECURITY CAMERAS	CAMELLIA BASIC ELEMENTARY	01	805.05

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03643	ARROW RENTALS	CHAIR RENTAL FOR PROMOTION CEREMONY	SAM BRANNAN MIDDLE SCHOOL	01	956.50
P15-03644	CALIFORNIA PROPERTY RECORD	ASSET TAG BARCODE LABELS	PURCHASING SERVICES	01	1,741.45
P15-03646	BOOKS 4 SCHOOL	BOOKS FOR THIRD GRADE	MATSUYAMA ELEMENTARY SCHOOL	01	53.04
P15-03647	BOOKS 4 SCHOOL	3RD GRADE BOOKS	MATSUYAMA ELEMENTARY SCHOOL	01	19.23
P15-03648	BATTERY SYSTEMS	CUSTODAIL CART BATTERIES	LUTHER BURBANK HIGH SCHOOL	01	958.88
P15-03649	FALCON TRADING COMPANY	5/28/15 CA THURSDAY GRANOLA	NUTRITION SERVICES DEPARTMENT	13	201.75
P15-03650	ALPHA FIRED ARTS	CERAMICS SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	2,367.89
P15-03651	BARNES & NOBLE BOOKSTORE	BOOKS FOR SUMMER SCHOOL	BOWLING GREEN ELEMENTARY	01	1,136.32
P15-03652	CURRICULUM ASSOCIATES LLC	STUDENT WRITERS HANDBOOKS FOR IREADY	PETER BURNETT ELEMENTARY	01	1,122.13
P15-03653	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	EL SUPPL. READING MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	1,021.68
P15-03654	CURRICULUM ASSOCIATES LLC	WRITING INSTRUCTION BOOKS	PETER BURNETT ELEMENTARY	01	3,948.05
P15-03655	SAS INSTITUTE INC	SAS LIVE WEB COURSE	RESEARCH & EVALUATION SERVICES	01	825.00
P15-03656	SHIFFLER EQUIPMENT SALES, INC	CHAIR DOLLY, BUCKETS AND CHAIR GLIDES	FERN BACON MIDDLE SCHOOL	01	1,408.92
P15-03657	COMTECH COMMUNICATIONS INC	MOTOROLA RADIOS	FERN BACON MIDDLE SCHOOL	01	2,086.56
P15-03658	SCHOOL OUTFITTERS DBA FAT CATA LOG	HEADPHONES FOR TESTING	BG CHACON ACADEMY	09	3,645.60
P15-03659	SCHOOL OUTFITTERS DBA FAT CATA LOG	ACTIVITY TABLES	BOWLING GREEN ELEMENTARY	09	579.38
P15-03660	SOKIKOM	math intervention materials for ELLA summer	JOHN H. STILL - K-8	01	1,600.00
P15-03661	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE- TEACHER PROFESSIONAL DEVELOPMENT	BRET HARTE ELEMENTARY SCHOOL	01	5,300.00
P15-03662	PITNEY BOWES INC	PITNEY BOWES - RENTAL AGREEMNT CONFIRMING	NICHOLAS ELEMENTARY SCHOOL	01	611.81
P15-03663	PITNEY BOWES INC	PITNEY BOWES MAINT SERVICE	NICHOLAS ELEMENTARY SCHOOL	01	18.00
P15-03664	STAMP SMITH INC MADE TO ORDER STAMP & SEAL	CAJ / SCUSD EMBOSSER	NEW SKILLS & BUSINESS ED. CTR	11	185.04
P15-03665	UNIVERSITY OF CALIFORNIA DAVIS	UC DAVIS BOTANICAL CONSERVATORY TOURS INVOICE	LEATAATA FLOYD ELEMENTARY	01	160.00
P15-03666	APPERSON INC	TEST SCAN FORMS	SAM BRANNAN MIDDLE SCHOOL	01	78.06
P15-03667	BAKER & TAYLOR INC ATTN CINDY WHITLOCK	BOOKS FOR CLASSROOM LIBRARY	ABRAHAM LINCOLN ELEMENTARY	01	729.31

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-03668	MOORE MEDICAL CORP ACCT #17186 47	MEDICAL SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	265.10
P15-03669	SCHOLASTIC, INC. ORDER DESK	READ 180 LICENSE RENEWAL	ROSA PARKS MIDDLE SCHOOL	01	3,759.66
P15-03670	ORIENTAL TRADING CO INC	BEN CARSON READING ROOM INCENTIVES FOR STUDENTS	SUSAN B. ANTHONY ELEMENTARY	01	467.30
P15-03671	ROCHESTER 100, INC	WED. FOLDERS FOR STUDENTS	CALEB GREENWOOD ELEMENTARY	01	686.26
P15-03672	SCHOLASTIC, INC. ORDER DESK	INTERVENTION READING MATERIALS	ABRAHAM LINCOLN ELEMENTARY	01	14,703.79
P15-03674	BARNES & NOBLE BOOKSTORE	READING INTERVENTIONS	ROSA PARKS MIDDLE SCHOOL	01	387.74
P15-03675	ROCHESTER 100, INC	ELEM STUDENTS HOMEWORK FOLDERS	ROSA PARKS MIDDLE SCHOOL	01	948.29
P15-03676	SCHOLASTIC, INC. ORDER DESK	HET/CCSS MATERIALS FOR S. CHADWICK	BG CHACON ACADEMY	09	493.51
P15-03677	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM PRINTERS	HUBERT H BANCROFT ELEMENTARY	01	397.08
P15-03678	BARNES & NOBLE BOOKSTORE	BOOKS FOR D. HUSCHER	AREA ASSISTANT SUPERINTENDENTS	01	25.58
P15-03679	SCHOLASTIC, INC. ORDER DESK	paperback novels	GENEVIEVE DIDION ELEMENTARY	01	885.36
P15-03680	SCHOLASTIC, INC. ORDER DESK	CLASSROOM READING MATERIAL	HUBERT H BANCROFT ELEMENTARY	01	273.42
P15-03681	SCHOLASTIC, INC. ORDER DESK	CLASSROOM READING MATERIAL	HUBERT H BANCROFT ELEMENTARY	01	193.13
P15-03683	BARNES & NOBLE BOOKSTORE	SEL & CC CURRICULUM	ROSA PARKS MIDDLE SCHOOL	01	299.66
P15-03684	SCHOLASTIC, INC. ORDER DESK	15-16 MATERIALS U & LOPEZ	BG CHACON ACADEMY	09	203.83
P15-03685	BARNES & NOBLE BOOKSTORE	15-16 MATERIALS ULTRERAS/LOPEZ	BG CHACON ACADEMY	09	301.86
TB15-00038	FOLLETT EDUCATIONAL SERVICES	Elementary and Secondary Curriculum	CURRICULUM & PROF DEVELOP	01	76,505.53
TB15-00039	TEXTBOOK WAREHOUSE LLC	Elementary and Secondary Curriculum	CURRICULUM & PROF DEVELOP	01	8,081.63
TB15-00040	MCGRAW HILL COMPANIES	Elementary Curriculum	CURRICULUM & PROF DEVELOP	01	185.51
TB15-00042	HOUGHTON MIFFLIN HARCOURT	Course 2/Course 3 Math Additional Copies	CURRICULUM & PROF DEVELOP	01	51,917.25
Total Number of POs			767	Total	4,455,779.89

Fund Recap

Fund	Description	PO Count	Amount
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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	587	2,200,648.18
09	Charter School	50	122,699.76
11	Adult Education	10	9,435.08
12	Child Development	13	165,101.91
13	Cafeteria	32	168,306.82
14	Deferred Maintenance	1	6,000.00
21	Building Fund	67	1,453,614.14
25	Developer Fees	4	6,481.00
49	Capital Proj for Blended Compo	3	323,493.00
		Total	4,455,779.89

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B15-00002	10,000.00	01-5800	General Fund/Other Contractual Expenses	3,000.00
B15-00038	1,699.97	11-4320	Adult Education/Non-Instructional Materials/Su	135.00
B15-00069	1,133.82	01-4320	General Fund/Non-Instructional Materials/Su	133.82
B15-00072	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00073	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00075	346.99	01-4320	General Fund/Non-Instructional Materials/Su	653.01-
B15-00076	647.13	01-5690	General Fund/Other Contracts, Rents, Leases	147.13
B15-00083	419.68	01-4320	General Fund/Non-Instructional Materials/Su	580.32-
B15-00090	2,500.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B15-00130	3,000.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00-
B15-00139	3,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B15-00142	4,600.00	01-4320	General Fund/Non-Instructional Materials/Su	1,100.00
B15-00146	7,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00147	2,350.00	01-4320	General Fund/Non-Instructional Materials/Su	335.95
B15-00148	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00149	13,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,286.38
B15-00152	.00	01-5690	General Fund/Other Contracts, Rents, Leases	2,000.00-
B15-00162	361.00	01-4320	General Fund/Non-Instructional Materials/Su	2,139.00-
B15-00163	9,138.73	01-4320	General Fund/Non-Instructional Materials/Su	738.73
B15-00165	328.56	01-4320	General Fund/Non-Instructional Materials/Su	671.44-
B15-00166	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00167	300.76	01-4320	General Fund/Non-Instructional Materials/Su	699.24-
B15-00170	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00173	.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00-
B15-00180	13,870.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00
B15-00184	5,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00188	530.00	01-4320	General Fund/Non-Instructional Materials/Su	1,470.00-
B15-00189	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00192	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00249	8,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	2,000.00-
B15-00251	3,700.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	700.00
B15-00253	4,500.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	500.00
B15-00312	2,750.00	01-4320	General Fund/Non-Instructional Materials/Su	750.00
B15-00329	460.00	01-5831	General Fund/Transportation-Parent Contract	200.00
B15-00339	3,700.00	11-4310	Adult Education/Instructional Materials/Suppli	500.00
B15-00345	3,750.00	13-4320	Cafeteria/Non-Instructional Materials/Su	750.00
B15-00353	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00377	432.71	01-5690	General Fund/Other Contracts, Rents, Leases	67.29-
B15-00379	.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00-

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B15-00385	575.00	01-4320	General Fund/Non-Instructional Materials/Su	25.00-
B15-00390	.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00-
B15-00394	3,000.00	01-4320	General Fund/Non-Instructional Materials/Su	25.00-
B15-00396	8,750.00	01-4332	General Fund/Oil	1,000.00
B15-00400	40,800.00	13-5810	Cafeteria/Tickets/Fees/Regis.for Parents	1,000.00
B15-00408	113.00	12-5800	Child Development/Other Contractual Expenses	27.00
B15-00456	1,400.00	01-5831	General Fund/Transportation-Parent Contract	150.00
B15-00461	3,600.00	01-5831	General Fund/Transportation-Parent Contract	3,000.00-
B15-00464	3,830.40	01-5831	General Fund/Transportation-Parent Contract	750.00
B15-00469	1,000.00	49-6230	Capital Proj for Blended Compo/Blueprint Duplicating	500.00
B15-00470	5,600.00	01-5690	General Fund/Other Contracts, Rents, Leases	600.00
B15-00472	4,250.00	01-5800	General Fund/Other Contractual Expenses	2,150.00-
B15-00483	4,163.82	11-4320	Adult Education/Non-Instructional Materials/Su	1,570.00
		11-5800	Adult Education/Other Contractual Expenses	193.82
			Total PO B15-00483	1,763.82
B15-00484	7,600.00	11-4310	Adult Education/Instructional Materials/Suppli	900.00
B15-00502	740.00	01-4310	General Fund/Instructional Materials/Suppli	140.00
B15-00570	9,600.00	13-5810	Cafeteria/Tickets/Fees/Regis.for Parents	2,600.00
B15-00572	5,000.00	01-5832	General Fund/Transportation-Field Trips	2,000.00
B15-00577	42,500.00	13-4710	Cafeteria/Food	12,500.00
B15-00578	5,500.00	11-5800	Adult Education/Other Contractual Expenses	1,500.00
B15-00601	103,000.00	13-4710	Cafeteria/Food	30,000.00
B15-00628	800.00	13-4710	Cafeteria/Food	300.00
B15-00651	3,400.00	01-5831	General Fund/Transportation-Parent Contract	300.00
B15-00669	2,700.00	01-5930	General Fund/Telephones/Cell Phones	300.00-
CHB15-00073	3,800.00	01-4320	General Fund/Non-Instructional Materials/Su	800.00
CHB15-00096	22,500.00	13-4320	Cafeteria/Non-Instructional Materials/Su	2,500.00
CHB15-00098	5,662.00	01-4320	General Fund/Non-Instructional Materials/Su	262.00
CHB15-00100	33,750.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00103	6,500.00	12-4320	Child Development/Non-Instructional Materials/Su	5,000.00
CHB15-00105	7,000.00	12-4310	Child Development/Instructional Materials/Suppli	5,000.00
CHB15-00115	2,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
CHB15-00117	7,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
CHB15-00122	3,000.00	01-4310	General Fund/Instructional Materials/Suppli	400.00
		01-4320	General Fund/Non-Instructional Materials/Su	100.00
			Total PO CHB15-00122	500.00
CHB15-00126	7,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
CHB15-00127	17,785.20	01-4310	General Fund/Instructional Materials/Suppli	2,435.20
CHB15-00137	2,000.00	01-5610	General Fund/Equipment Rental	500.00-

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
CHB15-00138	241.00	01-4320	General Fund/Non-Instructional Materials/Su	800.00-
CHB15-00162	4,327.97	12-4310	Child Development/Instructional Materials/Suppli	100.00
		12-4320	Child Development/Non-Instructional Materials/Su	200.00
			Total PO CHB15-00162	300.00
CHB15-00164	23,525.00	01-4310	General Fund/Instructional Materials/Suppli	525.00
CHB15-00178	1,250.00	12-4320	Child Development/Non-Instructional Materials/Su	250.00
CHB15-00179	2,100.00	12-4310	Child Development/Instructional Materials/Suppli	500.00
CHB15-00180	7,200.00	12-4320	Child Development/Non-Instructional Materials/Su	1,200.00
CHB15-00181	11,880.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00182	5,100.00	01-4320	General Fund/Non-Instructional Materials/Su	400.00
CHB15-00187	8,000.00	01-4310	General Fund/Instructional Materials/Suppli	900.00
CHB15-00205	18,094.00	01-4310	General Fund/Instructional Materials/Suppli	4,688.00
CHB15-00208	3,962.26	01-4310	General Fund/Instructional Materials/Suppli	37.74-
CHB15-00210	1,461.11	01-4310	General Fund/Instructional Materials/Suppli	38.89-
CHB15-00229	64,739.63	12-4310	Child Development/Instructional Materials/Suppli	4,739.63
CHB15-00251	11,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,500.00
CHB15-00253	12,866.00	01-4310	General Fund/Instructional Materials/Suppli	866.00
CHB15-00259	5,500.00	09-4310	Charter School/Instructional Materials/Suppli	500.00
CHB15-00260	14,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00283	12,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00284	23,152.11	01-4310	General Fund/Instructional Materials/Suppli	5,152.11
CHB15-00289	15,000.00	01-4310	General Fund/Instructional Materials/Suppli	7,000.00
CHB15-00296	17,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00304	14,000.00	01-4310	General Fund/Instructional Materials/Suppli	7,000.00
CHB15-00338	3,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,500.00
CHB15-00356	7,000.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB15-00370	3,721.95	09-4320	Charter School/Non-Instructional Materials/Su	821.95
CHB15-00379	8,200.00	01-4310	General Fund/Instructional Materials/Suppli	3,200.00
CHB15-00380	6,300.00	01-4310	General Fund/Instructional Materials/Suppli	2,300.00
CHB15-00393	5,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00394	2,000.00	01-4310	General Fund/Instructional Materials/Suppli	1,500.00
CS15-00075	181,912.50	01-5100	General Fund/Subagreements for Services abo	35,437.50
CS15-00131	50,000.00	01-5800	General Fund/Other Contractual Expenses	6,000.00
CS15-00139	108,000.00	01-5100	General Fund/Subagreements for Services abo	3,000.00
CS15-00262	20,118.95	01-5800	General Fund/Other Contractual Expenses	3,500.00
CS15-00426	4,268.00	09-5800	Charter School/Other Contractual Expenses	818.00
CS15-00469	50,000.00	01-5800	General Fund/Other Contractual Expenses	30,000.00
CS15-00480	11,400.00	01-5800	General Fund/Other Contractual Expenses	4,400.00
CS15-00503	46,875.10	01-5800	General Fund/Other Contractual Expenses	2,970.80

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Includes Purchase Orders dated 04/15/2015 - 05/14/2015 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
N15-00001	350,000.00	01-5100	General Fund/Subagreements for Services abo	8,860.74
N15-00004	314,000.00	01-5100	General Fund/Subagreements for Services abo	89,000.00
N15-00010	930,000.00	01-5100	General Fund/Subagreements for Services abo	280,000.00
N15-00012	1,100,000.00	01-5100	General Fund/Subagreements for Services abo	250,000.00
N15-00014	840,000.00	01-5100	General Fund/Subagreements for Services abo	190,000.00
N15-00028	230,000.00	01-5100	General Fund/Subagreements for Services abo	45,000.00
N15-00029	1,715,000.00	01-5100	General Fund/Subagreements for Services abo	165,000.00
N15-00030	254,600.00	01-5100	General Fund/Subagreements for Services abo	69,600.00
N15-00032	1,100,000.00	01-5100	General Fund/Subagreements for Services abo	100,000.00
N15-00035	180,000.00	01-5100	General Fund/Subagreements for Services abo	14,000.00
N15-00041	290,000.00	01-5100	General Fund/Subagreements for Services abo	213.14
N15-00042	192,100.00	01-5100	General Fund/Subagreements for Services abo	52,100.00
N15-00043	360,000.00	01-5100	General Fund/Subagreements for Services abo	160,000.00
N15-00048	77,100.00	01-5100	General Fund/Subagreements for Services abo	7,100.00
N15-00051	100,000.00	01-5100	General Fund/Subagreements for Services abo	10,000.00
P15-02007	30,521.00	25-6200	Developer Fees/Buildings (Improvements)	1,521.00
P15-02941	43,686.44	13-4410	Cafeteria/Equipment \$500 - \$4,999	651.00
P15-02988	88.67	01-4310	General Fund/Instructional Materials/Suppli	323.97-
P15-03012	12,500.00	01-5800	General Fund/Other Contractual Expenses	2,500.00-
			Total PO Changes	<u>1,648,339.00</u>

Information is further limited to: (Minimum Amount = (999,999.99))

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Date: July 16, 2015
 To: Jose L. Banda, Superintendent
 From: Gerardo Castillo, Chief Business Officer
 Subject: REPORT ON CONTRACTS WITHIN THE
 EXPENDITURE LIMITATIONS SPECIFIED IN PCC
 20111

The following contracts were issued May 1, 2015 through June 30, 2015

SERVICE AGREEMENTS

REGISTER NO.	VENDOR	DESCRIPTION	AMOUNT
SA15-00319	People Reaching Out	1/5/15 - 6/30/15: Provide youth development, peer mentoring services at John F. Kennedy and Rosemont High Schools, Martin L. King K-8, and Golden Empire Elementary School.	\$13,500 21st Century Community Ctr Learning Funds
SA15-00320	Social Justice Learning Institute	1/5/15 - 6/30/15: Provide technical assistance in development, training, implementation, evaluation, reporting and on-going support of the Men's Leadership Academy program.	\$10,000 21st Century Community Ctr Learning Funds
SA15-00631	HMC Architects	3/1/15 - Completion of Services. Architectural and electrical engineering services as needed for the restroom repairs at Parkway Elementary School.	\$34,600 Measure I Funds
SA15-00664	HMC Architects	3/1/15 - Completion of Services. Architectural and electrical engineering services as needed for the fire alarm system replacement at Freeport Elementary School.	\$36,897 Measure Q Funds
SA15-00679	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for the Replacement of Electrical System at Fruit Ridge Elementary School (Emergency Repair Program Project).	\$30,968 Emergency Repair Program Funds
SA15-00687	MCF Construction Services	5/1/15 - Completion of Services. Inspector of Record services as needed for the swimming pool repair project at Sacramento Charter High School (Emergency Repair Program Project)	\$60,000 Emergency Repair Program Funds

SA15-00693	Focus on Family Education	4/22/15 - 8/6/15: Develop, maintain & sustain Summer Matters programming, providing summer academic and enrichment support services to the community based program at Phoenix Park. Develop, support, coordinate & implement the Children's Defense Fund Freedom School Program as well.	\$50,000 Title I Funds
SA15-00695	City of Sacramento, START	5/6/15 - 7/31/15: Develop, maintain & sustain Summer Matters programming, providing summer academic and enrichment support services to Elder Creek, Ethel Phillips, Golden Empire, O.W. Erlewine, and Peter Burnett Elementary Schools.	\$46,784 21st Century Community Ctr Learning Funds
SA15-00696	City of Sacramento, Passages	5/6/15 - 7/31/15: Develop, maintain & sustain Summer Matters programming, providing summer academic and enrichment support services to School of Engineering and Sciences and Sam Brannan Middle School students.	\$21,726 Title I & After School Learning Funds
SA15-00697	Roberts Family Development Center	4/22/15 - 8/6/15: Develop, maintain & sustain Summer Matters programming, providing summer academic and enrichment support services to the community based program at Phoenix Park. Develop, support, coordinate & implement the Children's Defense Fund Freedom School Program as well.	\$83,000 Title I Funds
SA15-00699	New Hope Community Development	6/15/15 - 7/10/15: Summer Mandarin Immersion Program for 60 students .	\$22,000 Title III Funds
SA15-00700	Target Excellence	5/6/15 - 7/31/15: Develop, maintain & sustain Summer Matters programming, providing summer academic and enrichment support services to Ethel I. Baker Elementary, Rosa Parks and Sutter Middle Schools. Get Your Hustle On Summer Programming at American Legion High School as well.	\$61,093 21st Century Community Ctr Learning & General Funds
SA15-00708	Berry Accius	4/23/15 - 6/30/15: Deliver Voice of the Youth programming to fourth-sixth grade students at John Bidwell Elementary School.	\$2,000 After School Learning Program Funds

SA15-00710	Target Excellence	1/26/15 - 7/31/15: Coordination and facilitation of the Get Your Hustle On program at Sacramento Charter and John F. Kennedy High Schools; and well as the Stem Rise enrichment program to students at Bowling Green Charter, Elder Creek and Ethel I. Baker Elementary Schools.	\$63,500 Title 1 & 21st Century Community Ctr Learning Funds
SA15-00714	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for Storm Drainage Improvement at C.B. Wire Elementary School (Emergency Repair Program Project).	\$54,587 Emergency Repair Program Funds
S15-00056	Placer Learning Center	Master Contract for Non-Public School or Agency Services for 2013/14 fiscal year.	Not Applicable
SA16-00054	Laarni Gallardo, RN	7/1/15 - 6/30/16: Act as Director to the Nursing Assistance Program and Vocational Nursing Program at Charles A. Jones Career and Education Center.	\$85,800 Adult Education Funds

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 9, ENDING FRIDAY, MAY 15, 2015
TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6				2014-2015 Actual Attendance	Cum Attd Days/160
							2014-2015	
A M Winn Waldorf-Inspired K-8	53	151	130	14	348	95.19%	327.46	95.64%
Abraham Lincoln	59	201	190	0	450	95.09%	426.15	95.25%
Alice Birney Waldorf-Inspired K-8	97	186	185	1	469	95.78%	443.68	95.97%
Bret Harte Elementary	34	130	144	19	327	93.59%	305.69	93.89%
Caleb Greenwood	93	179	164	14	450	96.00%	429.69	96.08%
Camellia Basic Elementary	63	185	197	10	455	97.83%	445.69	97.96%
Capital City School	2	15	33	0	50	100.00%	39.02	99.95%
Caroline Wenzel Elementary	33	120	123	52	328	93.82%	307.41	94.67%
Cesar Chavez ES	0	0	334	13	347	95.46%	331.66	95.81%
Crocker/Riverside Elementary	95	293	276	0	664	95.93%	632.94	96.48%
David Lubin Elementary	61	276	230	31	598	94.03%	543.81	94.58%
Earl Warren Elementary	51	220	245	12	528	95.81%	507.59	96.54%
Edward Kemble Elementary	158	397	0	15	570	93.45%	535.16	94.10%
Elder Creek Elementary	102	355	311	0	768	96.39%	731.53	95.84%
Ethel I Baker Elementary	96	335	332	0	763	94.34%	704.91	94.83%
Ethel Phillips Elementary	77	223	202	26	528	94.09%	502.98	94.52%
Father Keith B Kenny K-8 School	66	185	139	0	390	93.65%	369.03	94.34%
Genevieve Didion Elementary	64	199	240	14	517	96.88%	504.41	97.07%
Golden Empire Elementary	70	269	242	15	596	97.11%	582.21	96.68%
H W Harkness Elementary	69	159	147	15	390	95.79%	369.15	94.99%
Hollywood Park Elementary	44	120	139	29	332	94.98%	321.34	95.04%
Home/Hospital	8	23	40	15	86	100.00%	23.17	100.00%
Hubert H. Bancroft Elementary	81	186	248	30	545	94.29%	509.79	95.09%
Isador Cohen Elementary	29	98	114	12	253	95.17%	243.73	94.37%
James W Marshall Elementary	45	173	153	24	395	96.03%	380.32	95.69%
John Bidwell Elementary	47	148	163	14	372	94.13%	351.26	95.93%
John Cabrillo Elementary	41	134	129	52	356	93.06%	336.09	93.94%
John D Sloat Elementary	21	111	106	26	264	95.03%	248.68	93.61%
John H. Still K-8	97	285	266	0	648	94.05%	617.17	94.75%
John Morse Therapeutic Center	0	0	0	52	52	91.48%	44.31	94.06%
Leataata Floyd Elementary	62	145	111	24	342	96.67%	310.74	93.44%
Leonardo da Vinci K - 8 School	116	274	286	35	711	94.81%	689.69	96.76%
Mark Twain Elementary	41	156	171	15	383	94.32%	356.46	95.18%
Martin Luther King Jr Elementary	32	156	161	40	389	95.68%	379.10	94.92%
Matsuyama Elementary	94	276	292	10	672	94.70%	643.68	96.20%
Nicholas Elementary	92	277	247	25	641	95.61%	608.43	95.10%
O W Erlewine Elementary	35	141	157	22	355	94.23%	339.32	96.38%
Oak Ridge Elementary	65	249	244	7	565	94.43%	521.93	94.72%
Pacific Elementary	142	332	289	0	763	94.32%	706.34	94.75%
Parkway Elementary School	88	236	244	24	592	94.91%	556.31	94.82%
Peter Burnett Elementary	73	259	278	22	632	96.51%	597.29	95.35%
Phoebe A Hearst Elementary	91	274	284	0	649	96.38%	630.33	97.06%
Pony Express Elementary	54	165	227	13	459	94.08%	444.79	96.30%
Rosa Parks K-8 School	52	156	149	14	371	95.29%	347.35	93.95%
Sequoia Elementary	63	222	193	12	490	95.29%	453.58	95.74%
Success Academy	0	0	11	0	11	96.10%	6.97	86.64%
Susan B Anthony Elementary	43	128	100	0	271	95.67%	253.39	96.06%
Sutterville Elementary	91	267	288	5	651	94.18%	613.55	95.51%
Tahoe Elementary	43	147	121	31	342	94.11%	319.67	94.63%
Theodore Judah Elementary	109	276	220	19	624	95.37%	583.31	94.63%
William Land Elementary	72	219	149		440	94.44%	423.79	96.22%
Woodbine Elementary	42	135	139	24	340	95.13%	317.56	94.70%
TOTAL ELEMENTARY SCHOOLS	3,256	9,846	9,583	847	23,532	95.13%	22,219.61	95.42%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2014-2015 Actual Attendance	Cum Attd Days/160 2014-2015	PERCENTAGE 2014-2015
A M Winn Waldorf-Inspired K-8	11	28	39	0	39	97.56%	38.43	96.38%
Albert Einstein MS	349	326	675	23	698	96.26%	677.25	96.08%
Alice Birney Waldorf-Inspired K-8	58	55	113	0	113	94.64%	108.01	94.85%
California MS	401	322	723	16	739	97.44%	716.60	95.68%
Capital City School	14	34	48	0	48	88.92%	28.64	91.83%
School of Engineering and Science	136	116	37	0	37	81.48%	217.61	97.21%
Father Keith B Kenny K-8 School	28	9	692	0	692	95.00%	40.81	95.59%
Fern Bacon MS	339	353	121	22	143	95.13%	671.20	95.93%
Genevieve Didion Elementary	61	60	121	0	121	97.60%	118.12	97.48%
Home/Hospital	20	18	38	6	44	100.00%	8.12	100.00%
John H. Still K-8	116	123	239	23	262	95.05%	266.51	95.25%
John Morse Therapeutic Center	0	0	0	252	252	90.00%	12.60	88.10%
Kit Carson MS	116	120	105	31	136	94.28%	259.50	94.02%
Leonardo da Vinci K - 8 School	56	49	97	12	109	95.81%	113.54	96.02%
Martin Luther King Jr Elementary	52	45	426	0	426	94.90%	90.09	95.43%
Rosa Parks K-8 School	215	211	563	34	597	94.75%	435.11	94.89%
Sam Brannan MS	230	333	252	45	297	96.12%	591.06	96.20%
Success Academy	8	15	23	0	23	81.48%	8.15	82.03%
Sutter MS	580	530	1110	40	1150	96.74%	1118.63	96.57%
Will C Wood MS	316	332	648	30	678	96.02%	642.92	96.04%
TOTAL MIDDLE SCHOOLS	3,106	3,079	6,070	534	6,604	95.86%	6,162.90	95.89%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH Actual Attendance	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12					Cum Attd Days/160 2014-2015	PERCENTAGE 2014-2015
American Legion HS	263	0	0	0	0	0	0	263	68.61%	215.79	75.93%
Arthur A. Benjamin Health Prof.	0	46	57	50	44	197	20	217	92.02%	211.94	93.44%
C K McClatchy HS	0	555	525	477	478	2035	55	2090	95.77%	2023.73	95.81%
Capital City School	0	51	99	103	205	458	2	460	79.30%	410.68	86.61%
Hiram W Johnson HS	0	350	332	307	267	1256	115	1371	94.10%	1251.32	94.11%
Home/Hospital	0	20	24	19	3	66	14	80	100.00%	25.85	100.00%
John F Kennedy HS	0	507	520	494	420	1941	113	2054	96.04%	1959.04	96.38%
Kit Carson	0	57	0	0	0	57	0	57	91.58%	54.56	92.96%
Luther Burbank HS	0	426	383	330	386	1525	124	1649	90.22%	1544.51	92.16%
Rosemont HS	0	344	293	296	267	1200	75	1275	96.05%	1272.14	95.26%
School of Engineering and Science	0	95	63	51	22	231	0	231	96.96%	232.33	96.98%
The Academy	0	6	14	0	0	20	0	20	68.66%	13.74	73.37%
West Campus HS	0	232	207	202	201	842	0	842	96.45%	821.16	97.21%
TOTAL HIGH SCHOOLS	263	2,689	2,517	2,329	2,293	9,828	518	10,609	93.25%	10,036.79	93.83%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2014-2015 Actual Attendance	Cum Attd Days/160	PERCENTAGE 2014-2015
			2014-2015	
ELEMENTARY	23,532	95.13%	22,220	95.42%
MIDDLE	6,604	95.86%	6,163	95.89%
HIGH SCHOOL	10,609	93.25%	10,037	93.83%
TOTAL ALL DISTRICT SEGMENTS	40,745	94.76%	38,419	95.08%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 CHARTER SCHOOLS

2014-2015 DEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2014-2015 Actual Attendance	2014-2015	PERCENTAGE 2014-2015
Bowling Green McCoy	76	212	199	0	0	11	498	94.99%	435.53	95.02%
Bowling Green-Chacon	56	161	156	0	0	0	373	96.52%	356.53	96.34%
George W. Carver SAS	0	0	0	0	284	13	297	96.92%	289.27	96.12%
New Tech High	0	0	0	0	251	9	260	96.01%	258.28	96.31%
New Joseph Bonnheim	42	123	82	0	0	0	247	94.81%	242.69	94.98%
The Met HS	0	0	0	0	281	0	281	97.55%	289.19	97.79%
TOTAL DEPENDENT CHARTER SCHOOLS	174	496	437	-	816	33	1,956	96.05%	4,188.96	96.02%

2014-2015 INDEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2014-2015 Actual Attendance	2014-2015	PERCENTAGE 2014-2015
CA Montessori Project Capitol Campus	43	132	113	41			329	94.57%	315.03	95.68%
Capitol Collegiate Academy	72	146					218	94.33%	182.63	94.02%
Capitol Heights Academy	48	139	115				302	94.32%	290.10	95.74%
Language Academy	83	200	153	79			515	96.27%	510.47	96.75%
Oak Park Prep				120			120	94.32%	122.94	95.61%
PS 7 Elementary	45	157	187	177			566	93.94%	483.56	94.16%
Sacramento Charter HS					910		910	93.72%	914.86	95.61%
Sol Aureus College Preparatory	50	121	73	46			290	94.86%	286.37	95.83%
Yav Pem Suab Academy	60	182	174				416	95.87%	397.08	96.25%
TOTAL INDEPENDENT CHARTER SCHOOLS	401	1,077	815	463	910	-	3,666	94.69%	3,503.03	95.52%

TOTAL CHARTER SCHOOLS	575	1,573	1,252	463	1,726	33	5,622	95.37%	7,691.99	95.77%
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2014-15 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	648		23,357.30	23,357.30		405.66	405.66
Charles A. Jones Career & Education Center	741		46,449.30	46,449.30		833.63	833.63
TOTAL ADULT EDUCATION	1,389		69,806.60	69,806.60		1239.29	1239.29

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Waldorf-Inspired K-8	53	47	51	53	46	38	46	334
Abraham Lincoln	59	60	71	70	65	61	64	450
Alice Birney Waldorf-Inspired K-8	97	62	62	62	61	65	59	468
Bret Harte Elementary	34	30	43	57	52	44	48	308
Caleb Greenwood	93	61	62	56	50	59	55	436
Camellia Basic Elementary	63	61	61	63	74	61	62	445
Capital City	2	3	4	8	11	13	9	50
Caroline Wenzel Elementary	33	32	31	57	41	41	41	276
Cesar Chavez ES	0	0	0	0	105	116	113	334
Crocker/Riverside Elementary	95	95	92	106	100	96	80	664
David Lubin Elementary	61	102	99	75	79	83	68	567
Earl Warren Elementary	51	74	67	79	90	85	70	516
Edward Kemble Elementary	158	127	142	128	0	0	0	555
Elder Creek Elementary	102	114	113	128	101	116	94	768
Ethel I Baker Elementary	96	104	113	118	111	119	102	763
Ethel Phillips Elementary	77	83	78	62	66	68	68	502
Father Keith B Kenny K-8 School	66	62	53	70	48	53	38	390
Genevieve Didion Elementary	64	62	60	77	76	80	84	503
Golden Empire Elementary	70	81	86	102	90	78	74	581
H W Harkness Elementary	69	58	50	51	54	33	60	375
Hollywood Park Elementary	44	45	45	30	48	45	46	303
Home/Hospital	8	8	7	8	16	10	14	71
Hubert H. Bancroft Elementary	81	62	63	61	101	66	81	515
Isador Cohen Elementary	29	31	34	33	45	29	40	241
James W Marshall Elementary	45	56	53	64	53	37	63	371
John Bidwell Elementary	47	42	60	46	58	53	52	358
John Cabrillo Elementary	41	48	44	42	44	43	42	304
John D Sloat Elementary	21	44	30	37	44	31	31	238
John H. Still K-8	97	84	100	101	82	98	86	648
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	62	51	49	45	43	38	30	318
Leonardo da Vinci K - 8 School	116	91	92	91	90	99	97	676
Mark Twain Elementary	41	48	51	57	55	53	63	368
Martin Luther King Jr Elementary	32	46	48	62	50	56	55	349
Matsuyama Elementary	94	91	93	92	93	100	99	662
Nicholas Elementary	92	86	90	101	83	84	80	616
O W Erlewine Elementary	35	50	43	48	48	53	56	333
Oak Ridge Elementary	65	89	79	81	77	82	85	558
Pacific Elementary	142	122	118	92	99	94	96	763
Parkway Elementary School	88	64	91	81	92	68	84	568
Peter Burnett Elementary	73	80	79	100	101	94	83	610
Phoebe A Hearst Elementary	91	92	89	93	93	95	96	649
Pony Express Elementary	54	41	56	68	70	63	94	446
Rosa Parks K-8 School	52	54	46	56	49	55	45	357
Sequoia Elementary	63	62	79	81	67	66	60	478
Success Acad.	0	0	0	0	5	1	5	11
Susan B Anthony Elementary	43	37	45	46	39	27	34	271
Sutterville Elementary	91	62	100	105	92	99	97	646
Tahoe Elementary	43	46	55	46	35	44	42	311
Theodore Judah Elementary	109	91	93	92	75	70	75	605
William Land Elementary	72	74	76	69	55	56	38	440
Woodbine Elementary	42	39	43	53	45	49	45	316
TOTAL	3,256	3,154	3,289	3,403	3,267	3,167	3,149	22,685

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Waldorf-Inspired K-8	348	2,387	52,394	54,781	95.64%
Abraham Lincoln	450	3,403	68,184	71,587	95.25%
Alice Birney Waldorf-Inspired K-8	469	2,978	70,989	73,967	95.97%
Bret Harte Elementary	327	3,181	48,910	52,091	93.89%
Caleb Greenwood	450	2,808	68,750	71,558	96.08%
Camellia Basic Elementary	455	1,487	71,311	72,798	97.96%
Capital City School	50	3	6,439	6,442	99.95%
Caroline Wenzel Elementary	328	2,768	49,186	51,954	94.67%
Cesar Chavez ES	347	2,322	53,065	55,387	95.81%
Crocker/Riverside Elementary	664	3,690	101,270	104,960	96.48%
David Lubin Elementary	598	4,986	87,009	91,995	94.58%
Earl Warren Elementary	528	2,914	81,214	84,128	96.54%
Edward Kemble Elementary	570	5,367	85,625	90,992	94.10%
Elder Creek Elementary	768	5,081	117,045	122,126	95.84%
Ethel I Baker Elementary	763	6,143	112,786	118,929	94.83%
Ethel Phillips Elementary	528	4,667	80,477	85,144	94.52%
Father Keith B Kenny K-8 School	390	3,544	59,045	62,589	94.34%
Genevieve Didion Elementary	517	2,439	80,705	83,144	97.07%
Golden Empire Elementary	596	3,195	93,153	96,348	96.68%
H W Harkness Elementary	390	3,118	59,064	62,182	94.99%
Hollywood Park Elementary	332	2,681	51,415	54,096	95.04%
Home/Hospital	86	0	3,707	3,707	100.00%
Hubert H. Bancroft Elementary	545	4,212	81,567	85,779	95.09%
Isador Cohen Elementary	253	2,325	38,996	41,321	94.37%
James W Marshall Elementary	395	2,739	60,851	63,590	95.69%
John Bidwell Elementary	372	2,383	56,201	58,584	95.93%
John Cabrillo Elementary	356	3,470	53,775	57,245	93.94%
John D Sloat Elementary	264	2,717	39,789	42,506	93.61%
John H. Still K-8	648	5,467	98,747	104,214	94.75%
John Morse Therapeutic Center	52	448	7,089	7,537	94.06%
Leataata Floyd Elementary	342	3,489	49,719	53,208	93.44%
Leonardo da Vinci K - 8 School	711	3,700	110,351	114,051	96.76%
Mark Twain Elementary	383	2,887	57,034	59,921	95.18%
Martin Luther King Jr Elementary	389	3,127	58,382	61,509	94.92%
Matsuyama Elementary	672	4,072	102,988	107,060	96.20%
Nicholas Elementary	641	5,015	97,349	102,364	95.10%
O W Erlewine Elementary	355	2,039	54,291	56,330	96.38%
Oak Ridge Elementary	565	4,652	83,508	88,160	94.72%
Pacific Elementary	763	6,268	113,014	119,282	94.75%
Parkway Elementary School	592	4,865	89,010	93,875	94.82%
Peter Burnett Elementary	632	4,656	95,566	100,222	95.35%
Phoebe A Hearst Elementary	649	3,051	100,852	103,903	97.06%
Pony Express Elementary	459	2,734	71,166	73,900	96.30%
Rosa Parks K-8 School	371	3,577	55,576	59,153	93.95%
Sequoia Elementary	490	3,229	72,572	75,801	95.74%
Success Acad.	11	172	1,115	1,287	86.64%
Susan B Anthony Elementary	271	1,664	40,542	42,206	96.06%
Sutterville Elementary	651	4,618	98,168	102,786	95.51%
Tahoe Elementary	342	2,901	51,147	54,048	94.63%
Theodore Judah Elementary	624	5,294	93,330	98,624	94.63%
William Land Elementary	440	2,663	67,806	70,469	96.22%
Woodbine Elementary	340	2,845	50,809	53,654	94.70%
TOTAL	23,532	170,441	3,553,053	3,723,494	95.42%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Waldorf-Inspired K-8	39	231	6,149	6,380	96.38%
Albert Einstein MS	698	4,509	110,391	114,900	96.08%
Alice Birney Waldorf-Inspired K-8	113	939	17,281	18,220	94.85%
California MS	739	5,432	120,389	125,821	95.68%
Capital City School	48	408	4,583	4,991	91.83%
School of Engineering and Science	37	1,037	36,124	37,161	97.21%
Father Keith B Kenny K-8 School	692	301	6,529	6,830	95.59%
Fern Bacon MS	143	4,784	112,762	117,546	95.93%
Genevieve Didion Elementary	121	506	19,608	20,114	97.48%
Home/Hospital	44	0	1,299	1,299	100.00%
John H. Still K-8	262	2,125	42,641	44,766	95.25%
John Morse Therapeutic Center	252	286	2,117	2,403	88.10%
Kit Carson MS	136	2,688	42,299	44,987	94.02%
Leonardo da Vinci K - 8 School	109	754	18,167	18,921	96.02%
Martin Luther King Jr Elementary	426	691	14,414	15,105	95.43%
Rosa Parks K-8 School	597	3,747	69,618	73,365	94.89%
Sam Brannan MS	297	3,919	99,298	103,217	96.20%
Success Academy	23	96	1,369	1,669	82.03%
Sutter MS	1150	6,673	187,929	194,602	96.57%
Will C Wood MS	678	4,453	108,010	112,463	96.04%
TOTAL	6,604	43,579	1,020,977	1,064,760	95.89%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 9, ENDING FRIDAY, MAY 15, 2015
 CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	263	10,968	34,527	45,495	75.89%
Arthur A. Benjamin Health Prof.	217	2,379	33,910	36,289	93.44%
C K McClatchy HS	2090	15,292	323,796	339,088	95.49%
Capital City School	460	10,176	65,709	75,885	86.59%
Hiram W Johnson HS	1371	14,330	200,211	214,541	93.32%
Home/Hospital	80	0	4,137	4,137	100.00%
John F Kennedy HS	2054	13,183	313,447	326,630	95.96%
Kit Carson	57	673	8,893	9,566	92.96%
Luther Burbank HS	1649	21,968	247,121	269,089	91.84%
Rosemont HS	1275	10,891	203,543	214,434	94.92%
School of Engineering and Science	231	1,166	37,405	38,571	96.98%
The Academy	20	798	2,199	2,997	73.37%
West Campus HS	842	3,771	131,385	135,156	97.21%
TOTAL	10,609	105,595	1,606,283	1,711,878	93.83%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	40,745	319,615	6,180,313	6,500,132	95.08%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 10, ENDING FRIDAY, JUNE 12, 2015
TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE		
	Kdgn	Grades 1-3	Grades 4-6				2014-2015 Actual Attendance	Cum Attd Days/178 2014-2015	PERCENTAGE 2014-2015
Abraham Lincoln	60	201	190	0	451	93.33%	425.59	95.05%	
Alice Birney Waldorf-Inspired K-8	97	186	185	1	469	97.25%	444.94	96.10%	
Bret Harte Elementary	34	130	144	18	326	91.84%	305.05	93.69%	
Caleb Greenwood	92	179	162	13	446	95.51%	429.51	96.02%	
Camellia Basic Elementary	63	184	197	10	454	97.48%	445.40	97.91%	
Capital City School	2	15	33	0	50	100.00%	40.10	99.96%	
Caroline Wenzel Elementary	33	120	123	52	328	93.59%	307.28	94.56%	
Cesar Chavez ES	0	0	333	13	346	93.69%	330.90	95.59%	
Crocker/Riverside Elementary	95	293	276	0	664	96.37%	633.64	96.47%	
David Lubin Elementary	61	273	229	30	593	93.51%	545.12	94.47%	
Earl Warren Elementary	52	220	245	12	529	96.56%	507.93	96.54%	
Edward Kemble Elementary	157	398	0	15	570	91.89%	533.96	93.88%	
Elder Creek Elementary	102	357	312	0	771	95.64%	731.94	95.82%	
Ethel I Baker Elementary	96	330	332	0	758	93.13%	705.19	94.66%	
Ethel Phillips Elementary	79	225	202	26	532	92.07%	501.43	94.27%	
Father Keith B Kenny K-8 School	66	185	139	0	390	92.80%	368.36	94.18%	
Genevieve Didion Elementary	65	199	240	14	518	96.93%	504.12	97.05%	
Golden Empire Elementary	70	268	242	15	595	96.53%	581.43	96.67%	
H W Harkness Elementary	69	156	147	15	387	95.26%	369.33	95.01%	
Hollywood Park Elementary	45	118	138	29	330	93.53%	320.14	94.89%	
Home/Hospital	8	26	25	15	74	100.00%	23.02	100.00%	
Hubert H. Bancroft Elementary	78	181	246	29	534	94.65%	510.02	95.04%	
Isador Cohen Elementary	28	97	112	12	249	91.98%	242.42	94.14%	
James W Marshall Elementary	45	173	153	24	395	93.76%	379.35	95.50%	
John Bidwell Elementary	47	147	161	14	369	96.07%	351.62	95.95%	
John Cabrillo Elementary	41	136	129	52	358	92.67%	335.64	93.81%	
John D Sloat Elementary	21	110	106	26	263	92.02%	248.03	93.45%	
John H. Still K-8	97	284	266	0	647	94.30%	616.61	94.71%	
John Morse Therapeutic Center	0	0	0	52	52	93.16%	44.72	93.96%	
Leataata Floyd Elementary	62	145	111	24	342	90.17%	307.49	93.13%	
Leonardo da Vinci K - 8 School	116	274	286	35	711	96.45%	689.30	96.73%	
Mark Twain Elementary	40	156	168	15	379	94.53%	356.84	95.12%	
Martin Luther King Jr Elementary	31	157	161	40	389	94.28%	377.87	94.85%	
Matsuyama Elementary	94	276	292	10	672	96.11%	643.89	96.19%	
Nicholas Elementary	93	274	244	25	636	93.72%	607.30	94.96%	
O W Erlewine Elementary	35	140	156	22	353	95.80%	339.33	96.32%	
Oak Ridge Elementary	65	249	243	7	564	93.35%	522.42	94.58%	
Pacific Elementary	140	332	289	0	761	93.24%	706.70	94.59%	
Parkway Elementary School	89	237	243	25	594	93.51%	556.24	94.68%	
Peter Burnett Elementary	72	257	275	22	626	94.31%	596.98	95.25%	
Phoebe A Hearst Elementary	91	274	284	0	649	95.82%	629.47	96.94%	
Pony Express Elementary	54	165	227	13	459	96.47%	444.58	96.32%	
Rosa Parks K-8 School	52	151	150	14	367	92.48%	346.84	93.80%	
Sequoia Elementary	62	221	193	12	488	95.41%	454.92	95.71%	
Success Academy	0	0	10	0	10	78.77%	7.20	85.52%	
Susan B Anthony Elementary	43	127	100	0	270	94.88%	253.69	95.94%	
Sutterville Elementary	90	265	287	5	647	95.18%	613.98	95.47%	
Tahoe Elementary	43	147	120	31	341	93.74%	319.67	94.54%	
Theodore Judah Elementary	109	276	220	19	624	94.02%	583.63	94.57%	
William Land Elementary	72	219	148	0	439	95.09%	423.16	96.11%	
Woodbine Elementary	44	136	139	24	343	92.36%	317.52	94.46%	
TOTAL ELEMENTARY SCHOOLS	3,251	9,818	9,541	844	23,454	94.48%	22,208.74	95.33%	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2014-2015 Actual Attendance	Cum Attd Days/178	PERCENTAGE 2014-2015
							2014-2015	
A M Winn Waldorf-Inspired K-8	11	28	39	0	39	93.45%	38.23	96.09%
Albert Einstein MS	346	324	670	23	693	95.78%	676.15	96.05%
Alice Birney Waldorf-Inspired K-8	58	55	113	0	113	96.56%	108.12	95.02%
California MS	401	323	724	16	740	96.00%	715.96	95.71%
Capital City School	14	33	47	0	47	88.03%	29.96	91.27%
School of Engineering and Science	136	116	252	0	252	98.21%	220.54	97.32%
Father Keith B Kenny K-8 School	29	9	38	0	38	94.58%	40.31	95.50%
Fern Bacon MS	339	351	690	22	712	94.24%	671.20	95.76%
Genevieve Didion Elementary	61	60	121	0	121	96.37%	117.97	97.38%
Home/Hospital	9	4	13	6	19	100.00%	7.91	100.00%
John H. Still K-8	116	123	239	23	262	94.99%	264.80	95.23%
John Morse Therapeutic Center	0	0	0	16	16	89.93%	12.77	88.29%
Kit Carson MS	116	121	237	30	267	93.63%	258.64	93.99%
Leonardo da Vinci K - 8 School	56	49	105	13	118	96.61%	113.57	96.07%
Martin Luther King Jr Elementary	52	45	97	0	97	96.22%	90.42	95.51%
Rosa Parks K-8 School	213	209	422	34	456	94.43%	434.75	94.85%
Sam Brannan MS	231	332	563	43	606	95.41%	589.90	96.13%
Success Academy	7	10	17	0	17	83.91%	9.04	82.37%
Sutter MS	581	529	1110	40	1150	96.87%	1118.20	96.60%
Will C Wood MS	316	328	644	28	672	94.21%	642.12	95.86%
TOTAL MIDDLE SCHOOLS	3,092	3,049	6,141	294	6,435	95.42%	6,160.56	95.84%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE		
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12					2014-2015 Actual Attendance	Cum Attd	PERCENTAGE 2014-2015
											Days/178 2014-2015	
American Legion HS	239	0	0	0	0	0	0	239	59.80%	208.77	74.50%	
Arthur A. Benjamin Health Prof.	0	46	57	50	44	197	17	214	92.56%	210.08	93.36%	
C K McClatchy HS	0	553	525	476	478	2032	41	2073	95.75%	2005.78	95.80%	
Capital City School	0	50	98	101	203	452	2	454	75.49%	401.86	85.59%	
Hiram W Johnson HS	0	348	331	307	265	1251	116	1367	94.04%	1242.67	94.11%	
Home/Hospital	0	8	15	15	5	43	14	57	100.00%	25.23	100.00%	
John F Kennedy HS	0	507	521	494	420	1942	85	2027	96.26%	1949.63	96.37%	
Kit Carson	0	57	0	0	0	57	0	57	94.74%	54.50	93.14%	
Luther Burbank HS	0	426	384	329	386	1525	99	1624	85.59%	1524.91	91.53%	
Rosemont HS	0	342	292	295	267	1196	54	1250	98.03%	1263.14	95.51%	
School of Engineering and Science	0	95	63	51	22	231	0	231	98.09%	231.63	97.08%	
The Academy	0	8	14	0	0	22	0	22	47.87%	13.43	70.38%	
West Campus HS	0	232	206	202	201	841	0	841	97.96%	819.24	97.28%	
TOTAL HIGH SCHOOLS	239	2,672	2,506	2,320	2,291	9,789	428	10,456	92.58%	9,950.87	93.73%	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2014-2015 Actual Attendance	Cum Attd Days/178 2014-2015	PERCENTAGE 2014-2015
ELEMENTARY	23,454	94.48%	22,209	95.33%
MIDDLE	6,435	95.42%	6,161	95.84%
HIGH SCHOOL	10,456	92.58%	9,951	93.73%
TOTAL ALL DISTRICT SEGMENTS	40,345	94.16%	38,320.17	94.99%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 CHARTER SCHOOLS

2014-2015 DEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2014-2015 Actual Attendance	2014-2015	PERCENTAGE 2014-2015
Bowling Green McCoy	76	211	199	0	0	10	496	94.58%	438.89	94.98%
Bowling Green-Chacon	55	160	155	0	0	0	370	95.52%	356.39	96.25%
George W. Carver SAS	0	0	0	0	282	13	295	99.81%	288.87	96.48%
New Tech High	0	0	0	0	251	9	260	97.33%	257.79	96.40%
New Joseph Bonnheim	42	122	83	0	0	0	247	93.27%	241.51	94.82%
The Met HS	0	0	0	0	280	0	280	96.94%	287.37	97.70%
TOTAL DEPENDENT CHARTER SCHOOLS	173	493	437	-	813	32	1,948	96.07%	4,638.01	96.02%

2014-2015 INDEPENDENT CHARTER SCHOOLS	REGULAR ENROLLMENT					Special Education Grades K-12	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12			2014-2015 Actual Attendance	2014-2015	PERCENTAGE 2014-2015
CA Montessori Project Capitol Campus	43	132	111	41			327	94.19%	314.25	95.51%
Capitol Collegiate Academy	72	145					217	92.62%	186.09	93.74%
Capitol Heights Academy	48	139	115				302	94.56%	289.06	95.47%
Language Academy	83	200	153	79			515	96.27%	509.92	96.75%
Oak Park Prep				119			119	93.58%	120.64	95.22%
PS 7 Elementary	45	155	186	176			562	94.00%	493.93	94.12%
Sacramento Charter HS					899		899	95.08%	904.06	95.49%
Sol Aureus College Preparatory	50	121	71	46			288	95.22%	284.88	95.78%
Yav Pem Suab Academy	60	182	174				416	96.12%	397.16	96.23%
TOTAL INDEPENDENT CHARTER SCHOOLS	401	1,074	810	461	899	-	3,645	94.63%	3,499.98	95.37%

TOTAL CHARTER SCHOOLS	574	1,567	1,247	461	1,712	32	5,593	95.35%	8,137.99	95.69%
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2014-15 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	635	0	30,983.30	30,983.30	0	464.68	464.68
Charles A. Jones Career & Education Center	708	0	57,998.30	57,998.30	0	944.1	944.1
TOTAL ADULT EDUCATION	1,343		88,981.60	88,981.60		1408.78	1408.78

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Waldorf-Inspired K-8	51	46	51	52	45	38	45	328
Abraham Lincoln	60	60	71	70	65	61	64	451
Alice Birney Waldorf-Inspired K-8	97	62	62	62	61	65	59	468
Bret Harte Elementary	34	30	43	57	52	44	48	308
Caleb Greenwood	92	60	62	57	51	57	54	433
Camellia Basic Elementary	63	61	61	62	74	61	62	444
Capital City	2	3	4	8	11	13	9	50
Caroline Wenzel Elementary	33	32	31	57	41	41	41	276
Cesar Chavez ES	0	0	0	0	105	115	113	333
Crocker/Riverside Elementary	95	95	92	106	100	96	80	664
David Lubin Elementary	61	100	98	75	78	83	68	563
Earl Warren Elementary	52	74	67	79	90	86	69	517
Edward Kemble Elementary	157	127	143	128	0	0	0	555
Elder Creek Elementary	102	114	115	128	102	116	94	771
Ethel I Baker Elementary	96	103	110	117	110	119	103	758
Ethel Phillips Elementary	79	83	79	63	66	68	68	506
Father Keith B Kenny K-8 School	66	62	53	70	48	53	38	390
Genevieve Didion Elementary	65	62	60	77	77	79	84	504
Golden Empire Elementary	70	80	86	102	90	78	74	580
H W Harkness Elementary	69	57	49	50	54	33	60	372
Hollywood Park Elementary	45	43	45	30	47	45	46	301
Home/Hospital	8	12	7	7	12	7	6	59
Hubert H. Bancroft Elementary	78	61	61	59	100	65	81	505
Isador Cohen Elementary	28	31	33	33	43	29	40	237
James W Marshall Elementary	45	56	53	64	53	37	63	371
John Bidwell Elementary	47	42	60	45	58	51	52	355
John Cabrillo Elementary	41	48	45	43	44	43	42	306
John D Sloat Elementary	21	43	30	37	44	31	31	237
John H. Still K-8	97	84	98	102	82	98	86	647
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	62	51	49	45	43	38	30	318
Leonardo da Vinci K - 8 School	116	91	92	91	90	99	97	676
Mark Twain Elementary	40	47	51	58	53	52	63	364
Martin Luther King Jr Elementary	31	47	48	62	50	56	55	349
Matsuyama Elementary	94	91	93	92	93	100	99	662
Nicholas Elementary	93	86	88	100	82	83	79	611
O W Erlewine Elementary	35	49	43	48	48	52	56	331
Oak Ridge Elementary	65	89	79	81	76	82	85	557
Pacific Elementary	140	122	118	92	98	95	96	761
Parkway Elementary School	89	65	91	81	92	67	84	569
Peter Burnett Elementary	72	80	78	99	99	94	82	604
Phoebe A Hearst Elementary	91	92	89	93	93	95	96	649
Pony Express Elementary	54	41	56	68	70	63	94	446
Rosa Parks K-8 School	52	52	44	55	49	56	45	353
Sequoia Elementary	62	62	79	80	67	66	60	476
Success Acad.	0	0	0	0	5	1	4	10
Susan B Anthony Elementary	43	37	45	45	39	27	34	270
Sutterville Elementary	90	62	99	104	92	98	97	642
Tahoe Elementary	43	46	55	46	35	44	41	310
Theodore Judah Elementary	109	91	93	92	75	70	75	605
William Land Elementary	72	74	76	69	54	56	38	439
Woodbine Elementary	44	39	45	52	46	49	44	319
TOTAL	3,251	3,145	3,280	3,393	3,252	3,155	3,134	22,610

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Waldorf-Inspired K-8	342	2,772	58,193	60,965	95.45%
Abraham Lincoln	451	3,944	75,755	79,699	95.05%
Alice Birney Waldorf-Inspired K-8	469	3,210	79,199	82,409	96.10%
Bret Harte Elementary	326	3,660	54,299	57,959	93.69%
Caleb Greenwood	446	3,170	76,453	79,623	96.02%
Camellia Basic Elementary	454	1,693	79,282	80,975	97.91%
Capital City School	50	3	7,339	7,342	99.96%
Caroline Wenzel Elementary	328	3,145	54,695	57,840	94.56%
Cesar Chavez ES	346	2,715	58,900	61,615	95.59%
Crocker/Riverside Elementary	664	4,124	112,788	116,912	96.47%
David Lubin Elementary	593	5,682	97,032	102,714	94.47%
Earl Warren Elementary	529	3,242	90,411	93,653	96.54%
Edward Kemble Elementary	570	6,198	95,045	101,243	93.88%
Elder Creek Elementary	771	5,685	130,285	135,970	95.82%
Ethel I Baker Elementary	758	7,082	125,524	132,606	94.66%
Ethel Phillips Elementary	532	5,423	89,254	94,677	94.27%
Father Keith B Kenny K-8 School	390	4,050	65,568	69,618	94.18%
Genevieve Didion Elementary	518	2,725	89,734	92,459	97.05%
Golden Empire Elementary	595	3,567	103,494	107,061	96.67%
H W Harkness Elementary	387	3,450	65,741	69,191	95.01%
Hollywood Park Elementary	330	3,066	56,985	60,051	94.89%
Home/Hospital	74	0	4,097	4,097	100.00%
Hubert H. Bancroft Elementary	534	4,733	90,783	95,516	95.04%
Isador Cohen Elementary	249	2,687	43,150	45,837	94.14%
James W Marshall Elementary	395	3,183	67,524	70,707	95.50%
John Bidwell Elementary	369	2,644	62,589	65,233	95.95%
John Cabrillo Elementary	358	3,942	59,744	63,686	93.81%
John D Sloat Elementary	263	3,095	44,150	47,245	93.45%
John H. Still K-8	647	6,132	109,757	115,889	94.71%
John Morse Therapeutic Center	52	512	7,961	8,473	93.96%
Leataata Floyd Elementary	342	4,036	54,734	58,770	93.13%
Leonardo da Vinci K - 8 School	711	4,154	122,695	126,849	96.73%
Mark Twain Elementary	379	3,262	63,517	66,779	95.12%
Martin Luther King Jr Elementary	389	3,528	64,994	68,522	94.85%
Matsuyama Elementary	672	4,543	114,613	119,156	96.19%
Nicholas Elementary	636	5,736	108,100	113,836	94.96%
O W Erlewine Elementary	353	2,307	60,400	62,707	96.32%
Oak Ridge Elementary	564	5,327	92,990	98,317	94.58%
Pacific Elementary	761	7,194	125,793	132,987	94.59%
Parkway Elementary School	594	5,559	99,011	104,570	94.68%
Peter Burnett Elementary	626	5,301	106,263	111,564	95.25%
Phoebe A Hearst Elementary	649	3,539	112,046	115,585	96.94%
Pony Express Elementary	459	3,026	79,136	82,162	96.32%
Rosa Parks K-8 School	367	4,078	61,738	65,816	93.80%
Sequoia Elementary	488	3,633	80,975	84,608	95.71%
Success Acad.	10	217	1,282	1,499	85.52%
Susan B Anthony Elementary	270	1,913	45,156	47,069	95.94%
Sutterville Elementary	647	5,181	109,288	114,469	95.47%
Tahoe Elementary	341	3,285	56,901	60,186	94.54%
Theodore Judah Elementary	624	5,965	103,886	109,851	94.57%
William Land Elementary	439	3,051	75,323	78,374	96.11%
Woodbine Elementary	343	3,317	56,518	59,835	94.46%
TOTAL	23,454	193,686	3,951,090	4,144,776	95.33%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Waldorf-Inspired K-8	39	277	6,805	7,082	96.09%
Albert Einstein MS	693	5,038	122,384	127,422	96.05%
Alice Birney Waldorf-Inspired K-8	113	1,009	19,245	20,254	95.02%
California MS	740	5,965	133,169	139,134	95.71%
Capital City School	47	510	5,333	5,843	91.27%
School of Engineering and Science	252	1,118	40,579	41,697	97.32%
Father Keith B Kenny K-8 School	38	338	7,175	7,513	95.50%
Fern Bacon MS	712	5,523	124,843	130,366	95.76%
Genevieve Didion Elementary	121	585	21,707	22,292	97.38%
Home/Hospital	19	0	1,408	1,408	100.00%
John H. Still K-8	262	2,362	47,134	49,496	95.23%
John Morse Therapeutic Center	16	315	2,376	2,691	88.29%
Kit Carson MS	267	2,995	46,813	49,808	93.99%
Leonardo da Vinci K - 8 School	118	826	20,216	21,042	96.07%
Martin Luther King Jr Elementary	97	757	16,094	16,851	95.51%
Rosa Parks K-8 School	456	4,205	77,386	81,591	94.85%
Sam Brannan MS	606	4,420	109,722	114,142	96.13%
Success Academy	17	96	1,682	2,042	82.37%
Sutter MS	1150	7,321	207,985	215,306	96.60%
Will C Wood MS	672	5,155	119,435	124,590	95.86%
TOTAL	6,435	48,815	1,131,491	1,180,570	95.84%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 10, ENDING FRIDAY, JUNE 12, 2015
 CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	239	12,719	37,161	49,880	74.50%
Arthur A. Benjamin Health Prof.	214	2,659	37,395	40,054	93.36%
C K McClatchy HS	2073	16,502	357,028	373,530	95.58%
Capital City School	454	12,082	71,531	83,613	85.55%
Hiram W Johnson HS	1367	16,080	221,195	237,275	93.22%
Home/Hospital	57	0	4,491	4,491	100.00%
John F Kennedy HS	2027	14,284	347,034	361,318	96.05%
Kit Carson	57	727	9,865	10,592	93.14%
Luther Burbank HS	1624	25,972	271,434	297,406	91.27%
Rosemont HS	1250	11,206	224,839	236,045	95.25%
School of Engineering and Science	231	1,245	41,462	42,707	97.08%
The Academy	22	1,006	2,390	3,396	70.38%
West Campus HS	841	4,072	145,825	149,897	97.28%
TOTAL	10,456	118,554	1,771,650	1,890,204	93.73%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	40,345	361,055	6,854,231	7,215,550	94.99%