



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, February 18, 2016

3:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2015/16-16

Allotted Time

3:30 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 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management

3.2 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

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

3.4 Government Code 54957 – Public Employee Appointment
a) Principal, American Legion High School

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

The Pledge of Allegiance will be led by Tanner Michael-Bond, a Senior from American Legion High School.

- *Presentation of Certificate by Second Vice President Jessie Ryan.*

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

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

7.0 SPECIAL PRESENTATION

6:45 p.m. 7.1 *Recognition of Tahoe Park Neighborhood Association (Ellen Cochrane)* 10 minute presentation

6:55 p.m. 7.2 *Approve Resolution No. 2870: Recognition of National African American History Month (Jessie Ryan)* 10 minute presentation

7:05 p.m. **8.0 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.

9.0 PUBLIC HEARING

7:20 p.m. 9.1 *Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol Campus (Jack Kraemer and Gary Bowman)* **Conference**
10 minute presentation
10 minute discussion

7:40 p.m. **10.0 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.

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 Luther Burbank High School Field Trip to Tacoma, Washington from March 3 – 8, 2016 (Lisa Allen and Chad Sweitzer)
- 10.1d Approve School of Engineering and Sciences Field Trip to Flagstaff, Arizona from March 6 – 13, 2016 (Lisa Allen and Tu Moua-Carroz)
- 10.1e Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of January 2016 (Gerardo Castillo, CPA)
- 10.f Approve Appointment of Board Member Ellen Cochran to the California School Board Association (CSBA) Delegate Assembly (José L. Banda)
- 10.1g Approve Minutes of the January 21, 2016, Board of Education Meeting (José L. Banda)

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- | | | |
|-----------|---|--|
| 7:42 p.m. | 11.1 Approve Real Estate Advisory Proposals for Three Sites (Cathy Allen) | Action
15 minute presentation
15 minute discussion |
| 8:12 p.m. | 11.2 Monthly Facilities Update (Cathy Allen) | Information
15 minute presentation
10 minute discussion |
| 8:37 p.m. | 11.3 Strategic Plan Review (Dr. Al Rogers) | Conference
10 minute presentation
10 minute discussion |

8:57 p.m.	12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS	Receive Information
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12.1 Business and Financial Information:

- Purchase Order Board Report for the Period of December 15, 2016 through January 14, 2016
- Enrollment and Attendance Report for Month 4 Ending December 18, 2015

9:00 p.m.	13.0 FUTURE BOARD MEETING DATES / LOCATIONS
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- ✓ March 3, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
- ✓ March 17, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting

9:03 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 7.2

Meeting Date: February 18, 2016

Subject: Approve Resolution No. 2870: Recognition of National African American History Month, February 2016

- 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 Resolution No. 2870: Recognition of National African American History Month, February 2016.

Background/Rationale: February has been designated as National African American History Month. The Resolution recognizes the importance of the work and services done in schools throughout the District and organizations throughout the nation.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Engagement.

Documents Attached:

1. Resolution No. 2870

Estimated Time of Presentation: 10

Submitted by: Christina Pritchett, Board President

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2870

RECOGNITION OF NATIONAL AFRICAN AMERICAN HISTORY MONTH

WHEREAS, in 1976 the week-long celebration of the individuals and occasions having a significant impact on African American history in America was extended to the entire month of February; and

WHEREAS, during the month of February, observances are held across the United States of America to increase public awareness of the importance of black history and the contributions that African Americans have made toward their county; and

WHEREAS, not only during the month of February 2016, but throughout the remainder of the year, it is important that we seek to understand our fellow man in a peaceful and loving way; and

WHEREAS, President Barack Obama proclaimed February 2016 as National African American History Month and called upon public officials, educators, librarians, and all the people of the Unified States to observe this month with appropriate programs, ceremonies, and activities.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education does hereby recognize February, 2016 as African American History Month and supports the important work and services provided by schools throughout the District and organizations throughout the nation.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of February, 2016, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: February 18, 2016

Subject: Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol Campus

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

Division: Office of Strategy and Innovation

Recommendation: To conduct Public Hearing to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus.

Background/Rationale: The Governing Board will hold a Public Hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of California Montessori Project – Capitol Campus (Charter petition expiration date: June 30, 2016). Sacramento City Unified School District received California Montessori Project – Capitol Campus' charter renewal petition on January 19, 2016.

Financial Considerations: Financial and compliance considerations will be made available for this agenda item after staff has thoroughly reviewed the charter renewal petition.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Public Hearing Notice
3. Executive Summary from the Charter Renewal Petition

Estimated Time of Presentation: 10 minutes

Submitted by: Jack L. Kraemer, Charter Oversight, Coordinator

Approved by: Al Rogers, Ed. D., Chief Strategy Officer

Board of Education Executive Summary

Strategy and Innovation Office

Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol Campus
February 18, 2016



I. OVERVIEW / HISTORY

Sacramento City Unified School District originally granted California Montessori Project – Capitol Campus’ charter petition for establishment on July 1, 2006. The charter petition was renewed once for five years and is now due to expire June 30, 2016.

Sacramento City Unified School District received a charter renewal petition from California Montessori Project – Capitol Campus on January 19, 2016. California Montessori Project – Capitol Campus is seeking a five-year renewal term for their proposed independent charter school for students in grade levels K-8. The purpose of the Public Hearing is to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus.

II. DRIVING GOVERNANCE

The charter renewal process is guided by Education Code 47607 (b). A charter school seeking renewal of its charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire, but no earlier than September 1 before the term of the charter is set to expire. Upon receipt of the notice that a charter school wants to renew its charter and at least 90 days before the expiration date of the charter, the Board shall conduct a Public Hearing to receive input on whether or not to renew the charter. At least 30 calendar days before the expiration date, the Board shall either grant or deny the request for renewal.

A charter may be renewed an unlimited number of times; however, each renewal must be for exactly five years. (EC § 47607). If a school district fails to make written factual findings to support a denial within 60 days of the district’s receipt of a petition, the charter school’s petition is automatically renewed. (Cal. Code Regs., tit. 5, §11966.4(c).) Sacramento City Unified School District and California Montessori Project – Capitol Campus have mutually agreed to a 30-day extension for approval or denial of the renewal of the charter for California Montessori Project – Capitol Campus. The 30-day extension is beneficial because it allows staff adequate time and latitude to review the charter renewal application, and it ensures compliance with deadlines while considering the set schedule of Board of Education meetings.

III. BUDGET

The budget for California Montessori Project – Capitol Campus should be detailed within the charter renewal petition and appendices. District staff will present a review of the charter’s financials and provide the Board with a review of the findings and a recommendation for approval or denial at the Board Meeting on March 17, 2016.

Board of Education Executive Summary

Strategy and Innovation Office

Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol Campus
February 18, 2016



IV. GOALS, OBJECTIVES, AND MEASURES

The goal of the Public Hearing is for the Board of Education to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus. District staff will present a comprehensive review of the charter renewal petition and provide the Board of Education with a review of the findings and a recommendation for approval or denial at the Board Meeting on March 17, 2016.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

Not Applicable.

VII. LESSONS LEARNED / NEXT STEPS

- District staff conducts a thorough and comprehensive review of the charter renewal petition.
- District staff presents the findings and a recommendation for approval or denial of the charter renewal petition at the Board Meeting on March 17, 2016.
- The Board reviews District staff's findings and recommendations, and the Board approves or denies the renewal of the charter at the Board Meeting on March 17, 2016.

Sacramento City Unified School District
California Montessori Project – Capitol Campus

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:

**Public Hearing on the Renewal of the Charter for California Montessori Project – Capitol
Campus**

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 hold a public hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of the charter for California Montessori Project – Capitol Campus. The district received California Montessori Project – Capitol Campus's charter renewal petition on January 19, 2016.

HEARING DATE: Thursday, February 18, 2016

TIME: 6:30 p.m.

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

FOR ADDITIONAL INFORMATION CONTACT: Jack Kraemer at jack-kraemer@scusd.edu or (916) 643-9079.

I. INTRODUCTION

This charter petition is presented to the Sacramento City Unified School District for the renewal of CMP – Capitol in accordance with Education Code Sections 47607 and 47605.

BACKGROUND

▪ *The Charter Schools Act*

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, former State Superintendent Jack O’Connell reaffirmed the significance of this Legislative action through his recognition of California Montessori Project (“CMP”), along with other charter schools in the state, for “the dedicated service they provide to our youth and public school system.” In this Certificate of Recognition, State Superintendent O’Connell boldly reiterated the success of California’s charter schools, as they have:

- Improved pupil learning
- Increased learning opportunities for all pupils
- Encouraged the use of different and innovative teaching methods
- Created new professional opportunities for teachers
- Provided parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Shown accountability in meeting measurable pupil outcomes
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools

California Montessori Project embraces, and strives to fully honor, the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by the former State Superintendent.

In 2002, the California legislature approved Assembly Bill 1994 (“AB 1994”) which requires a charter school to locate within the boundaries of its authorizing agency. AB 1994 provided a limited grandfather clause for a charter school in operation prior to July 1, 2002, and located outside of its authorizing agency, to remain in its current location through the expiration of its current charter.

The California Montessori Project (“CMP”) was initially granted a charter in 2000 through the Wheatland School District, operating five (5) campuses located within the boundaries of four (4) school districts.

Capitol Campus	Sacramento City Unified School District
Carmichael Campus	San Juan Unified School District
American River Campus	San Juan Unified School District
Elk Grove Campus	Elk Grove Unified School District
Shingle Springs Campus	Buckeye Union School District

In accordance with the terms of AB 1994, CMP sought and received approval of a charter within each of the school districts in which the school operated. CMP-Shingle Springs originally received a 3-year approval, and subsequent 5-year renewals. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified applied for, and received, 5-year renewals, effective July 1, 2011. CMP – Capitol is now in its fifteenth year of successful operation, including nine-plus years under the supervisory oversight of the Sacramento City Unified School District (“District”). The District, again, has an opportunity to review the performance of CMP – Capitol while considering approval. In preparation for this renewal, CMP encourages the District’s thorough review of CMP – Capitol’s past and present operations. CMP aspires to continue its transparent, positive, and collaborative relationship with the District.

HISTORY AND ACCOMPLISHMENTS

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential. Today, the CMP network serves over 2,500 students at seven campuses throughout the greater Sacramento region. The CMP – Capitol Campus currently serve 329 students in Kindergarten through eighth grade.

Components of the current California Montessori Project program include:

- Learning environment
 - Comprehensive academic development using Montessori-based curriculum
 - Social development to address the “whole” child strength of a program
 - Curriculum alignment to Common Core State Standards
 - Quality Montessori learning materials
 - State-adopted core instructional materials (4th – 8th grade)
 - Field-based learning for all grade levels
 - Focus on peaceful school community through character education and Montessori peace curriculum
- Teaching Staff
 - Highly-qualified, CA State-Credentialed & Montessori-Certified teachers (dual certification)
 - Participation in state-accredited Teacher Induction Programs (BTSA)
 - Low Student-to-Teacher ratios
- Family Support
 - Parent education events (Understanding the Montessori Classroom, Love & Logic, Parenting, Volunteer Training and others)
 - Extended Care Programs
 - Afterschool Academic Intervention, Enrichment and Sports Programs
 - Before/After School Child Care Programs
 - Extracurricular Programs (Glee Club, Odyssey of the Mind, Early Engineers, Theater, Dance)
- Technology-based curriculum
 - Individual access to technological devices at all grade levels
 - Implementation of Rosetta Stone (technology-based, foreign language program)
 - Implementation of Learning.com integrated technology program, for 4th – 8th graders

- Implementation of Accelerated Reader program
- Implementation of Accelerated Math and Math Facts in a Flash programs
- Implementation of Signs for Sounds, and Word Warm Ups programs
- Implementation of Response to Intervention program (RTI)
- Implementation of Character Education
- Professional growth/orientation opportunities
 - Participation in state-authorized Beginning Teacher Support and Assessment (BTSA) Program
 - CMP offers an annual orientation for new instructional staff. The sessions include orientation and overview addressing alignment of state standards and Montessori curriculum, use of Montessori materials, classroom management, and application of technology in the classroom. The orientation served between 80 new instructional staff in preparation for the 2015-2016 school year.
 - CMP offers Staff Development days, which include keynote speakers, as well as break-out workshops, and planning sessions facilitated by CMP instructional leaders.
 - CMP has adopted a calendar which includes two Early Release Days per month to focus on Staff Professional Development, which may include behavior management, curriculum implementation, positive communication, etc.
 - CMP provides extensive training and mentoring of new teachers not yet trained on Montessori pedagogy at site-based, accredited Montessori Training Centers and Teachers Colleges.

Highlights of the 2011-2015 school years include the following:

- CMP is currently analyzing CAASPP results.
- All of the schools in the CMP network, including CMP – Capitol, received re-accreditation through the Western Association of Schools and Colleges (WASC), following an extensive review by the WASC accreditation team for a full six year term. CMP is currently in a self-study phase for reaccreditation in 2016-2017.
- Through a coordinated, collaborative effort, CMP was awarded accreditation status by the American Montessori Society (AMS) in May of 2012 and will be going through the reaccreditation process in the 2016-2017 school year.
- During the 2014-2015 school year, the California Montessori Project embarked on a project to upgrade its network infrastructure. The project was driven by CMP's desire to improve the students' network environment and enable them to meet online state testing requirements and better utilize the web-based teaching programs, including Rosetta Stone, Renaissance Place and Typingweb. With this goal in mind, CMP contracted with vendors to assist in building a robust, wired and wireless environment and increase bandwidth and productivity. Accordingly, CMP has built an MPLS infrastructure which connects all of the campus' internally and then feeds internet traffic out through servers and switches located at the Central Administration offices. Aerohive Wireless Access Points have been placed in every classroom, ensuring student access to the internet, and optimizing student usage of Chromebooks for technology-based lessons and electronic state testing. The CMP Network recently

purchased 700 Chromebooks, with additional purchases forthcoming, as CMP remains committed to providing students with innovative technology.

- Free tutoring, before- and after-school, to eligible students (Not Met and Nearly Met on state testing)

Highlights specific to the CMP – Capitol campus include the following:

- CMP – Capitol students were successful on the state standardized testing:
 - 51% of CMP – Capitol’s students met or exceeded the ELA standard on the online Smarter Balanced testing. When ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 3rd after Didion (64%) and Capitol Collegiate Academy (52%). CMP exceeded the California state average percentage of students who met or exceeded the ELA standards by 8 percentage points. CMP exceeded the SCUSD average percentage of students who met or exceeded the ELA standards by 16 percentage points.
 - 33% of CMP – Capitol’s students met or exceeded the Math standard on the online Smarter Balanced testing, when ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 3rd after Didion (55%) and Alice Birney (35%). CMP scored the same as compared to the California state average percentage of students who met or exceeded the Math standards. CMP exceeded the SCUSD average percentage of students who met or exceeded the Math standards by 4 percentage points.
 - 64% of CMP – Capitol’s 5th graders were proficient or advanced on the Science standardized test, this compares to a 41% average for SCUSD. When ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 2nd after Didion (67%).
 - 82% of CMP – Capitol’s 8th graders were proficient or advanced on the Science standardized test, this compares to a 58% average for SCUSD. When ranked against all other K-8 schools of SCUSD district schools or independent charters, CMP ranks 3rd after PS7 (91%) and Leonardo Da Vinci (86%).
- CMP-Capitol’s Dean of Students provides curricular/instructional support to staff
- CMP-Capitol has a credentialed Physical Education teacher on staff serving K-8th grade students
- CMP-Capitol’s Athletic Programs include volleyball and basketball for 4th – 8th graders
- CMP-Capitol implemented Typing Web for 1st – 8th graders

- CMP-Capitol has raised over \$50,000 in fundraising over the last two years through the Fundraising Committee
- CMP-Capitol's Outreach Programs include: Food donated to Kids Can, cash donations to the Leukemia and Lymphoma Foundation and toys during the holiday season to Chips for Kids

THE PRESENT

Current projects and program goals include:

- CMP – Capitol offers a holistic Montessori education, while upholding rigorous academic standards.
- CMP – Capitol's enrollment is 327 Kindergarten through 8th grade students.
- CMP will continue to embrace technology tools to further promote student academic success, parent communications, staff effectiveness, and management of school operations. The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized. Through the LCAP, CMP has designated funding to support technology usage. The CMP – Capitol teaching staff has increased technology use on campus and currently offers multiple technology-based student programs, including:
 - Rosetta Stone
 - Accelerated Reader
 - Accelerated Math
 - Math Facts in a Flash
 - Learning.com
- CMP's leadership team has expanded to include Deans of Students at each campus. Deans are responsible for Professional Development and overall staff support. In addition to overseeing WASC and AMS re-accreditation efforts, the Deans provide leadership in facilitating Response to Intervention and Student Success Team meetings, as well as coordinating the use of the Digital Library, Interim assessments and summative standardized testing through CAASPP.
- The Charter School is on a single track school calendar of 180 days. CMP – Capitol will continue to offer in excess of the annual state-mandated instructional minutes at all grade levels.
- Pursuing dual accreditations, the CMP- Capitol Campus is currently engaged in the re-accreditation process for Western Association of Schools and Colleges (WASC) and American Montessori Society (AMS) accreditation.

THE FUTURE

- CMP – Capitol is committed to providing a quality, tuition-free K-8 Montessori program
- A plan for sustainable enrollment of 367 students has been developed for CMP- Capitol
- CMP plans to continue its practice of honoring low student to teacher ratios in grades K-3, not to exceed 22:1. In grades 4-8, the student to teacher ratio will not exceed 24:1. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists will further reduce the student to adult ratio.
- CMP - Capitol will be on a single track school calendar of 185 days for staff, serving approximately 360 students in 2016-2017.
- CMP - Capitol will continue to offer in excess of the annual state-mandated instruction minutes at all grade levels.
- The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized.
- CMP - Capitol will continue to develop the Middle School program to fulfill the needs of the current elementary students and families.
- CMP will continue updating Montessori materials and bring in state-adopted curriculum and materials to meet the current needs of the student population.
- CMP – Capitol will continue to develop a peaceful school community through its Character/Peace Education (Anti-Bullying) Program in order to create an environment more conducive to learning.
- CMP will continue to provide instruction focusing on Common Core through the Montessori methodology and by reviewing data from the Smarter Balanced Assessment Consortium (SBAC) and California Assessment of Student Performance and Progress (CAASPP).
- CMP will provide further focus to being a data-driven organization by creating a Network Testing Coordinator position who will work in conjunction with the Executive Director, Student Data Manager and site Principals.
- CMP will implement an inquiry-based, Montessori curriculum through data-driven instruction.
- CMP will embrace technology tools to further student academic success, parent communications, staff effectiveness, and management of school operations.

MISSION

A. Mission Statement

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential.

CMP offers an environment which has the programs, resources and school climate to enable students to become educated to high academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This mission is achieved through the dedication and commitment of the CMP Learning Community: parents, teachers, community groups, the legislature, CMP Governing Board, Campus Advisory Committee (CAC), and, most importantly, the individual child.

B. Fundamental Values

- Comprehensive academic/social skills development using Montessori-based curriculum
- High academic standards and expectations, with emphasis on core subjects
- Full curriculum alignment to California state standards
- Quality Montessori learning materials for all students
- Small total school population and mixed-age classrooms
- Creative, passionate, progressive teachers (California State Credentialed and Montessori-certified) who are committed to Montessori philosophy
- Participation in state-authorized BTSA Teacher-Training Program
- Responsibility, accountability, and freedom for individual student progress
- Critical thinking, creativity, and service learning
- High, unwavering standards of conduct, emphasizing *respect, honesty and courtesy*
- Collaboration, peer governance and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance
- Before, after school and intersession programs
- School-wide technology-based foreign language program

FOUNDING GROUP

Through the collaborative vision and effort of parents and educators representing the greater Sacramento area, California Montessori Project was founded in the year 2000. Led by founders Keith Alpaugh, Marion MacGillivray, Deanna Gardner and Norman Lorenz, and authorized by the Wheatland School District, CMP initially opened its doors to 466 students on five campuses in August, 2001.

LEADERSHIP TEAM

The senior administrative team of CMP brings together leaders in school district administration, Montessori education, child development, school finances and facilities operation.

- Gary S. Bowman (Executive Director/Superintendent)

The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, an educator with 30 years of extensive experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary's College (Moraga, CA) and Chico State University.

Mr. Bowman has earned statewide recognition for his work with Native-American students and families, receiving awards at the Governor's Mansion and at the Lawrence Livermore National Lab. He has presented numerous workshops for CSDC (Charter School Development Center), CCSA (California Charter Schools Association) and AMS (American Montessori Society).

In addition to an extensive teaching career, he has served as a site and/or District administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville USD. Mr. Bowman was recently elected to serve as a Board Member for the American Montessori Society.

- Mickey Slamkowski (Director of Program)

Mickey Slamkowski has over 20 years of experience in education and education management including human resources, marketing, operations and testing. She has worked in both private and public schools, with infants through middle school students, including experience with at risk students in the Elk Grove Unified School District. Ms. Slamkowski served for seven years as Principal of the CMP - Elk Grove Campus, and currently serves as the Director of Program for CMP. This position allows Mickey to work closely with the Executive Director, Principals, Deans of Students, mentors, and instructional staff to achieve academic objectives of the network as well as promote programmatic consistency and excellence. Ms. Slamkowski is currently a Commissioner for School Accreditation for the American Montessori Society.

A Northwestern University graduate, she held the positions of Administrative Coordinator and Consultant for the Montessori Teachers College, a teacher training center in Sacramento. Ms. Slamkowski also served as a Board Member on the National Center for Montessori Education.

- Shelley Carman (Special Education and Section 504 Coordinator)

Shelley Carman, M.A., Special Education and Section 504 Coordinator, has been with California Montessori Project for twelve years. She received her Masters of Education Degree with an emphasis in Special Education, and a clear Education Specialist Credential, Mild/Moderate, from California State University Chico. She also holds a clear secondary credential in English, a clear Multiple Subject credential, and a CLAD from California State Universities. She has 35 years of experience as a teacher and administrator for school programs in the areas of early childhood education, special education, general education, English Learners and developmental college classes.

- Dorothy Hilts (Network Testing Coordinator/Dean of Students – Elk Grove @ Elk Grove Blvd/)

Dorothy Hilts, a graduate of California State University, Sacramento, began her career in public education 20 years ago. She was introduced to Montessori education when her youngest son attended Montessori preschool and soon realized the Montessori Methodology was the perfect fit for her. She began to teach for Deanna Gardner, a CMP founder, at Ms. Gardner's Cameron Park Montessori School in 1993. When the California Montessori Project was established it was a wonderful opportunity for Dorothy to be able to reach students who could not access private Montessori education. She has taught Montessori preschool through 3rd grade for 12 years. Her passion to provide the best possible learning environment for students and teachers lead her into administration at the CMP - Shingle Springs Campus, as well as Dean of Students serving the CMP - Elk Grove and CMP - Carmichael Campuses, and subsequently as Principal of the CMP - Orangevale Campus. Dorothy has also served 11 years on multiple Governing Boards. She served on the California Montessori Project Governing Board as the Teacher Representative from CMP - Shingle Springs for five years and is currently the Network Testing Coordinator and the Dean of Students at the Elk Grove Campus @ Elk Grove.

- Bernie Evangelista (Principal – Capitol)

Bernie Evangelista was in the field of Human Resources prior to her involvement in Montessori education. She was engaged in Training & Development and later as Personnel Supervisor in charge of hiring and benefits for a multinational firm. Her Montessori involvement first started when she signed up her three-year-old daughter in a Montessori preschool. Inspired by the academic and social development of her child, she enrolled in the Montessori teacher training program and obtained an Early Childhood certification (3-6). Over the next 18 years, she completed the AMS Lower Elementary (6-9) & Upper Elementary (9-12) programs from San Leandro, California, and the Middle School teacher training program (12-15) from Houston Montessori Center. She taught pre-school thru 8th grade over the years in various private, Montessori, magnet and charter schools. In addition, Bernie completed the CalState Teach Program and obtained her multiple subject California teaching credential in 2003. She has a Bachelor of Arts degree, with a Major in Behavioral Sciences (Magna Cum Laude) and has completed all the units towards a Master in Business Administration. She has been with California Montessori Project since its inception, and is currently the Principal of the Capitol Campus.

- Maria Ostendorf (Dean of Students – Capitol)

Maria Ostendorf is the Educational Specialist at the Capitol Campus. She received her Bachelor's degree in Elementary Education from the University of Dayton in Ohio. After completing her undergraduate studies, Maria joined the United States Peace Corps. She was a Peace Corps Volunteer in Morocco for three years, teaching Orientation and Mobility to visually impaired children. Upon returning to the United States, Maria earned her Master's degree in International Affairs at California State University, Sacramento. Maria has worked with elementary aged children for 20 years in many different capacities. For the past eight years Maria has been teaching upper elementary & middle school aged children at CMP Capitol Campus. In 2009, Maria began supporting the administrative team as the Educational Specialist at Capitol

Campus for part of the school day. In the 2010-2011 school year, Maria is teaching part of the day in the middle school class and supports the whole school in implementing BEST practices and Response to Intervention.

CHARTER RENEWAL PETITION

In accordance with Education Code Section 47600 *et seq.*, CMP petitions the Sacramento City Unified School District (hereafter referred to as “District”) for the renewal of the K-8 charter for the California Montessori Project – Capitol Campus for a term of five (5) school years beginning July 1, 2016 and ending on June 30, 2021.

The Charter School shall continue to operate as one Charter School within the geographic boundaries of Sacramento City Unified School District, as authorized pursuant to Education Code Section 47605. The school facilities are currently located at:

- 2635 Chestnut Hill Drive, Sacramento, CA 95826

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that CMP – Capitol exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Please see DataQuest Reports attached as Appendix A):

- CMP-Capitol attained its API growth target in 2013, 2012 and 2011 (the prior year and 2 of the last 3 years), both school wide and for all groups of pupils served by the charter

school. These growth targets satisfy the requirement in Education Code Section 47607(b)(1).

- CMP-Capitol has achieved a statewide API rank of 6 in 2013, 6 in 2012 and 6 in 2011. These ranks exceed the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, CMP-Capitol had the following API scores:

2011-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2011-2012	6	1	813	A (+3)	Yes
2012-2013	6	1	815	A (-3)	Yes
2013-2014	6	1	State testing and API calculation suspended; no data reported*		
3-Year Average API: 813					
"A" means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed November 2, 2015.)					

*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

CMP-Capitol clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “an average of the three most recent annual API calculations” as allowed per Education Code Section 52052(e)(4)(A).

The California Department of Education (“CDE”) published the following chart,¹ which summarizes available state level API data in order to analyze “the most recent API calculation,” including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

¹ See CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal*, available at: <http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp>.

Year	API Growth	Assessment Data	School Rankings
2015-16 School Year	No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures	Use 2015 SBAC scores for math and ELA; can compare results with local schools	No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.

Analysis of Charter Renewal Criteria – Schoolwide

As seen in the CDE chart above, in the 2015-2016 school year (the year that CMP-Capitol’s charter renewal petition will be considered), the CDE directs us to evaluate CMP-Capitol’s “2012 and 2013 rankings for 2 of last 3 years.”

CMP-Capitol had a statewide API rank of 6 in 2012 and 6 in 2013, exceeding the minimum statutory threshold of a “4” statewide ranking. Therefore, CMP-Capitol has met the charter renewal standards of Education Code Section 47607(b)(2), and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Additional Justification for Charter Renewal: PUPIL OUTCOMES

2012-2013 was the last year that the California Standardized Testing and Reporting (STAR) was offered, accordingly, this was the last year that an Academic Performance Indicator and an Adequate Yearly Progress Criteria was calculated. CMP-Capitol students participated in the California Assessment of Student Performance and Progress (CAASPP) Field Test in the Spring of 2014, and participated in the first real testing round in the Spring of 2015.

At this time, CMP – Capitol only has one year of CAASPP scores to report out. As such, CMP will provide STAR, AYP, API and CAASPP data.

Standardized Testing and Reporting – California Standards Tests Results 2012-2013							
Result Type	2	3	4	5	6	7	8
Reported Enrollment	45	45	31	29	22	15	9
English-Language Arts							
Result Type	2	3	4	5	6	7	8
Students Tested	44	45	29	28	21	14	9
% of Enrollment	97.8 %	100%	93.5 %	96.6 %	95.5 %	93.3 %	100 %
Students with Scores	43	45	29	28	21	14	9
% Advanced	19 %	22 %	34 %	50 %	29 %	36 %	*
% Proficient	42 %	36 %	38 %	39 %	38 %	43 %	*
% Basic	28 %	29 %	21 %	7 %	19 %	21 %	*
% Below Basic	7 %	9 %	7 %	4 %	5 %	0 %	*
% Far Below Basic	5 %	4 %	0 %	0%	10 %	0%	*

Mathematics							
Result Type	2	3	4	5	6	7	8
Students Tested	45	45	29	29	20	13	
% of Enrollment	100 %	100 %	93.5 %	100 %	90.9 %	86.7%	
Students with Scores	44	45	29	29	20	13	
% Advanced	14 %	18%	17 %	3 %	25 %	23 %	
% Proficient	27%	40 %	31%	31 %	10 %	8%	
% Basic	34 %	20 %	28 %	34 %	35 %	46 %	
% Below Basic	23 %	22 %	24 %	24 %	25 %	23 %	
% Far Below Basic	2%	0 %	0 %	7 %	5 %	0 %	
General Mathematics							
Result Type	2	3	4	5	6	7	8
Students Tested							5
% of Enrollment							55.6%
Students with Scores							5
% Advanced							*
% Proficient							*
% Basic							*
% Below Basic							*
% Far Below Basic							*
Algebra 1							
Result Type	2	3	4	5	6	7	8
Students Tested						1	4
% of Enrollment						6.7%	44.4%
Students with Scores						1	4
% Advanced						*	*
% Proficient						*	*
% Basic						*	*
% Below Basic						*	*
% Far Below Basic						*	*

History – Social Science							
Result Type	2	3	4	5	6	7	8
Students Tested							9
% of Enrollment							100%
Students with Scores							9
% Advanced							*
% Proficient							*
% Basic							*
% Below Basic							*
% Far Below Basic							*
Science							
Result Type	2	3	4	5	6	7	8
Students Tested				29			9
% of Enrollment				100%			100%
Students with Scores				29			9
% Advanced				24%			*
% Proficient				52%			*
% Basic				21%			*
% Below Basic				3%			*
% Far Below Basic				0%			*

2012-2013 Accountability Progress Reporting

- Met 8 of 13 AYP Criteria
- 2013 Growth API score of 815, exceeds the minimum of maintaining an API of at least 800
- Met the 2013 API Growth Target for Schoolwide, All Student Groups and All Targets
- Comparative 2013 API Scores:
 - CMP-Capitol: 815
 - SCUSD: 760
 - California: 790
- Comparative API Growth (2012 to 2013):
 - CMP-Capitol: -3 pts
 - SCUSD: -10 pts
 - California: -1 pts
- CMP-Capitol Participation Rates exceeded the Federal Accountability Criteria of 95%
 - English-Language Arts – 99%
 - Mathematics – 100%
- Annual Measurable Objectives
 - CMP – Capitol English-Language Arts proficiency rate of 67.5% (Schoolwide) did not meet the AYP Criteria

- CMP – Capitol English-Language Arts proficiency rate of 52.8% (Hispanic/Latino) did not meet the AYP Criteria
- CMP – Capitol English-Language Arts proficiency rate of 73.3% (White) met the AYP Criteria through the Safe Harbor Alternative Method
- CMP – Capitol Mathematics proficiency rate of 43.2% (Schoolwide) did not meet the AYP Criteria
- CMP – Capitol Mathematics proficiency rate of 41.5% (Hispanic/Latino) did not meet the AYP Criteria
- CMP – Capitol Mathematics proficiency rate of 44.4% (White) did not meet the AYP Criteria

3 – Year Average API 2010/2011 – 2012-2013					
Groups	2011 Growth API	2012 Growth API	2013 Growth API	Non- Weighted 3-Year Average API	Weighted 3-Year Average API
Schoolwide	810	813	815	813	813
Black or African American	814	796	745	785	787
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	750	781	786	772	774
Native Hawaiian or Pacific Islander	*	*	*	*	*
White	833	822	830	828	828
Two or More Races	*	*	796	*	*
Socioeconomically Disadvantaged	726	740	726	731	731
English Learners	*	*	*	*	*
Students with Disabilities	625	630	654	636	635

California Assessment of Student Performance and Progress – 2014-2015

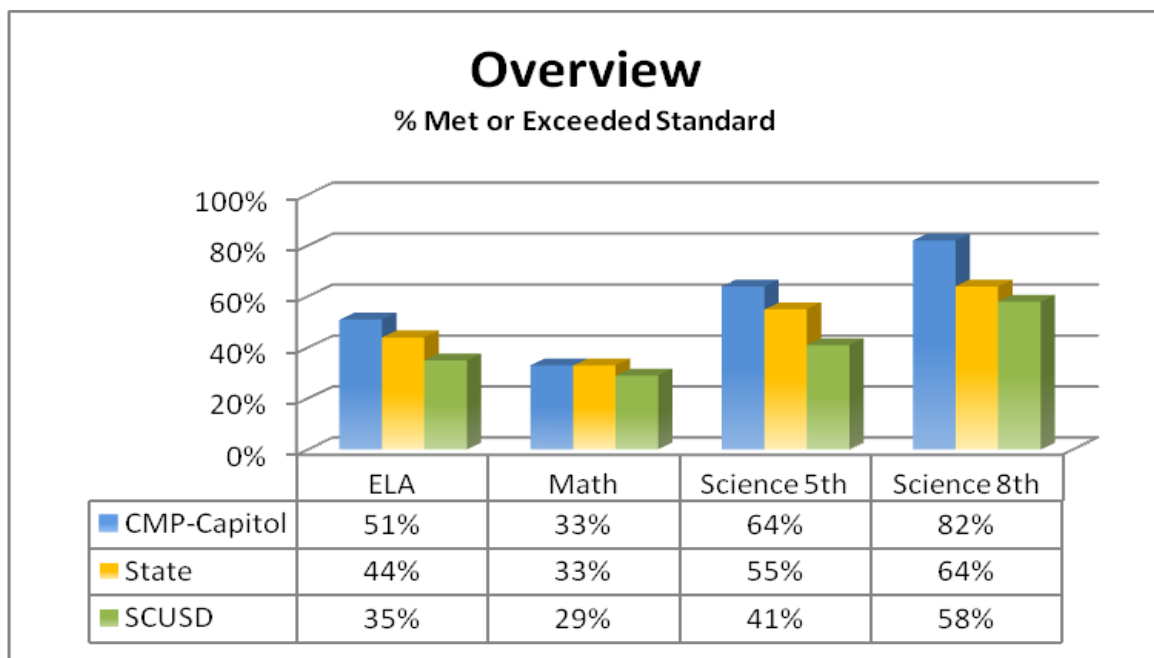
CMP students participated in the pilot of the CAASPP test in 2013-2014 and in the first official test in 2014-2015. Upon receiving the results, CMP staff have analyzed the results to have an understanding of how CMP students test in comparison to other students in the District and the State and to pinpoint areas of focus for the teachers and students.

Overall, CMP-CAP students scored higher in ELA than the District and the State. In Math, CMP-CAP and the State were comparable, outscoring the District. CMP-CAP was especially strong in 5th and 8th grade Science scores.

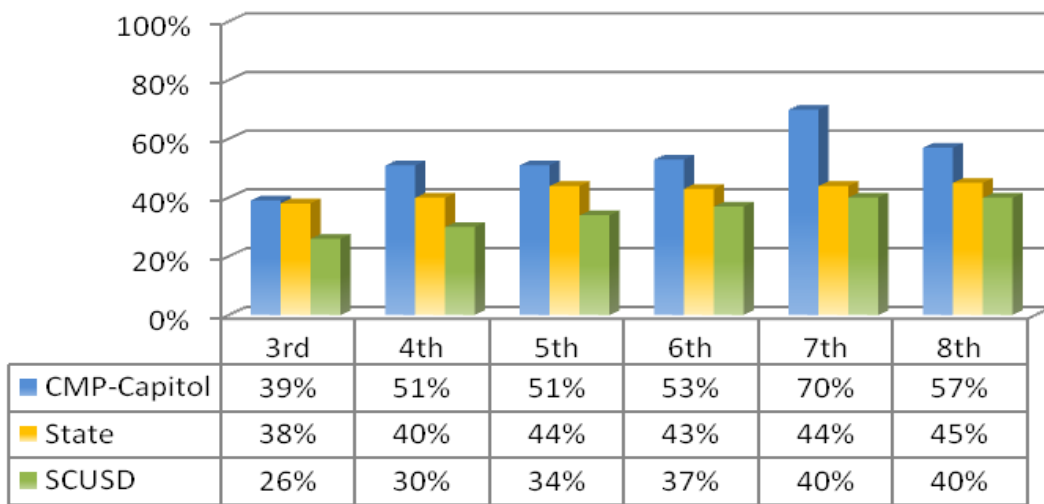
In English Language Arts, CMP-CAP and the State were comparable for 3rd grade. For each grade level, CMP-CAP outscored the District.

In Mathematics, CMP-CAP outscored the District and the State in 5th, 6th and 7th grades. Both CMP-CAP and SCUSD were comparable, and below the State, in 3rd and 4th grades. 8th grade scores were comparable for CMP-CAP, the District and the State.

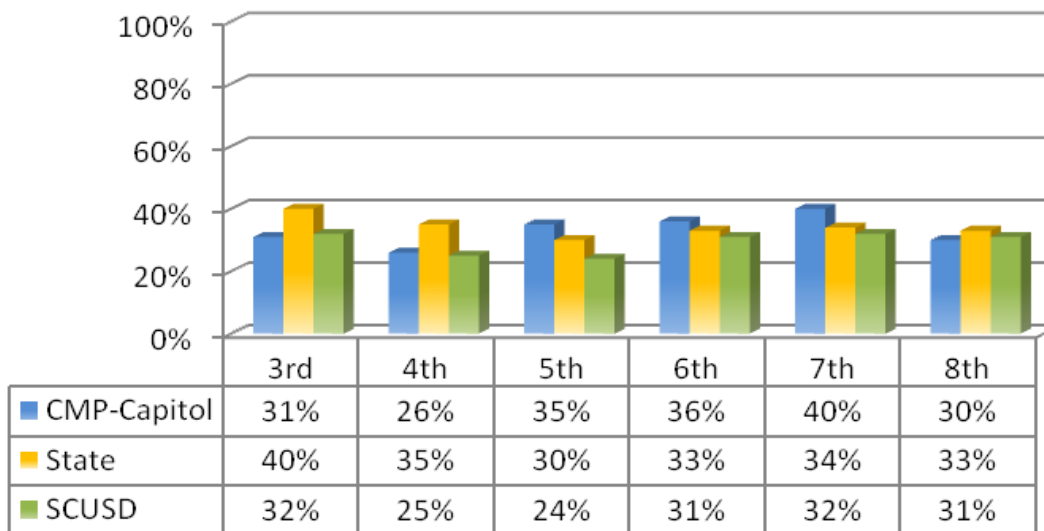
Charts reflecting the Overall, English Language Arts and Mathematics scores are shown below:



ELA Comparison



Math Comparison



While striving to bring up scores in all areas, CMP-CAP is placing emphasis on Math scores for 3rd, 4th and 8th grade students. In further analysis of CAASPP scores, the biggest area for improvement for increasing the Math scores for these grades is ‘Concepts/Procedures’. The CMP team is strategizing on ways to assist students in this area.

Grade 3		Math		
Areas	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning	
Above Standard	16%	18%	18%	
Met or Nearly Met	37%	53%	68%	
Below Standard	47%	29%	13%	
<i>Biggest Strength</i>	<i>Communicate Reasoning</i>			
<i>Biggest Area for Improvement</i>	<i>Concepts/Procedures</i>			

Grade 4		Math		
Areas	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning	
Above Standard	8%	13%	11%	
Met or Nearly Met	42%	61%	55%	
Below Standard	50%	26%	34%	
<i>Biggest Strength</i>	<i>Problem Solving/Modeling/Data Analysis</i>			
<i>Biggest Area for Improvement</i>	<i>Concepts/Procedures</i>			

Grade 8		Math		
Areas	Concepts/ Procedures	Problem Solving/ Modeling/ Data Analysis	Communicate Reasoning	
Above Standard	15%	20%	10%	
Met or Nearly Met	40%	60%	70%	
Below Standard	45%	20%	20%	
<i>Biggest Strength</i>	<i>Problem Solving/Modeling/Data Analysis</i>			
<i>Biggest Area for Improvement</i>	<i>Concepts/Procedures</i>			

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

In 2010-2011, 2011-2012 and 2012-2013, CMP-Capitol had one numerically significant student subgroup (White). Following are the API scores for these student subgroup for the past three years:

2010-2011 API Growth Scores: Significant Student Subgroups			
Subgroup	2011 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
White	833	A (-51)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2010. (Source: CDE DataQuest, accessed November 2, 2015.)			

2011-2012 API Growth Scores: Significant Student Subgroups			
Subgroup	2012 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
White	822	A (-11)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2011. (Source: CDE DataQuest, accessed November 2, 2015.)			

2012-2013 API Growth Scores: Significant Student Subgroups			
Subgroup	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
White	830	A (+4)	Yes

CMP-Capitol’s API growth scores have exceeded the statewide performance target of 800 in the prior charter term; in 2013, the API growth score was 830. For the past five years, CMP-Capitol has had a statewide API rank of 4, 6 or 8. Therefore, CMP-Capitol has met and exceeded the charter renewal standards of Education Code Section 47607(b).



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1a

Meeting Date: February 18, 2016

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): Safe, Clean and Healthy Schools

Documents Attached:

1. Expenditure and Other Agreements
2. Recommended Bid Awards – Facilities Projects

<p>Estimated Time of Presentation: N/A Submitted by: Gerardo Castillo, CPA, Chief Business Officer Kimberly Teague, Contract Specialist Approved by: José L. Banda, Superintendent</p>

EXPENDITURE AND OTHER AGREEMENTS

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

SA16-00479 HMC Architects	12/1/15 – Completion of Services. Architectural Design Services as needed for the Window Wall Replacement Emergency Repair Program (ERP) Project at Ethel I. Baker Elementary School.	\$90,764 Emergency Repair Program Funds
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SA16-00516 HMC Architects	12/1/15 – Completion of Services. Architectural, Civil Engineering, and Landscape Design Services as needed for the AC Paving Replacement ERP Project at Pacific Elementary School.	\$118,621 Emergency Repair Program Funds
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SA16-00520 HMC Architects	12/1/15 – Completion of Services. Architectural Design Services as needed for the Window System Replacement ERP Project at Oak Ridge Elementary School.	\$113,744 Emergency Repair Program Funds
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SA16-00589 California Design West Architects	1/1/16 – Completion of Services. Architectural and Engineering Services as needed for the Relocation of a Two-Story Modular Classroom Building from Freeport Elementary School to William Land Elementary School.	\$267,500 Measure Q Funds
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SA16-00633 California Design West Architects	1/1/16 – Completion of Services. Architectural and Engineering Services as needed for the relocation of seventeen (17) existing modular buildings to various sites (Class Size Reduction).	\$153,000 Measure Q Funds
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SA16-00655 Rainforth Grau Architects	11/1/15 – Completion of Services. Architectural and Engineering Services as needed for the Core Academic Renovation of the Visual and Performing Arts Program at C.K. McClatchy High School.	\$1,719,595 Measure Q Funds
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HUMAN RESOURCES

CN150294 California Department of Education	7/1/15 – 6/30/17: Visiting Educator Agreement provides the services of William Ellerbee to the Special Services and Support Branch of the California Department of Education, in the capacity of Deputy Superintendent. The employee will be responsible for the development of statewide educational policy related to curriculum and instruction. <i>Years 12 & 13 of initial two (2) year agreement.</i>	\$467,655 Reimbursement Agreement
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RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Project: Lease-Leaseback Agreement for Refurbishment of 19 Modular Classroom Bldgs. (Class Size Reduction) and the Deconstruction and Refurbishment of One Two-Story Modular Building at Freeport Elementary School

Recommendation: Award to Seward L. Schreder Construction, Inc.

Amount/Funding: \$1,808,358 - Measure Q 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 Total Sublease Amount which is the total sum to be paid to the builder for the project.



PROJECT AUTHORIZATION FORM

Window Wall Replacement at Ethel I. Baker Elementary School

Date: February 18, 2016

Pursuant to the Master Architect Agreement dated April 8, 2014 between HMC 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 Design Services as needed for the Window Wall Replacement Emergency Repair Program Project at Ethel I. Baker Elementary School.

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 \$90,764.00 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 \$0, which is Architect'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.

HMC ARCHITECTS

Dated: _____

Mitchell Carp, Senior Vice President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo
Chief Business Officer



PROJECT AUTHORIZATION FORM

AC Paving Replacement at Pacific Elementary School

Date: February 18, 2016

Pursuant to the Master Architect Agreement dated April 8, 2014 between HMC 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, Civil Engineering and Landscape Design Services as needed for the AC Paving Replacement Emergency Repair Program Project at Pacific Elementary School.

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 \$118,621.00 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 \$0, which is Architect'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.

HMC ARCHITECTS

Dated: _____

Mitchell Carp, Senior Vice President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo
Chief Business Officer



PROJECT AUTHORIZATION FORM

Window System Replacement at Oak Ridge Elementary School

Date: February 18, 2016

Pursuant to the Master Architect Agreement dated April 8, 2014 between HMC 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 Design Services as needed for the Window System Replacement Emergency Repair Program Project at Oak Ridge Elementary School.

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 \$113,744.00 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 \$0, which is Architect'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.

HMC ARCHITECTS

Dated: _____

Mitchell Carp, Senior Vice President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo
Chief Business Officer



PROJECT AUTHORIZATION FORM

Two-Story Modular Classroom Building Relocation to William Land Elementary School

Date: February 18, 2016

Pursuant to the Master Architect Agreement dated March 10, 2015 between California Design West 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 & Engineering Services as needed for the Two-Story Modular Classroom Building Relocation to William Land Elementary School.

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 \$267,500.00 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 \$0, which is Architect'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.

CALIFORNIA DESIGN WEST ARCHITECTS

Dated: _____

Mitchell A. McAllister, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo
Chief Business Officer



Sacramento City Unified School District

PROJECT AUTHORIZATION FORM

Relocation of Modular Classroom Buildings to Various School Sites (Class Size Reduction)

Date: February 18, 2016

Pursuant to the Master Architect Agreement dated March 10, 2015 between California Design West 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 & Engineering Services as needed for the relocation of approximately 17 existing modular classroom buildings to various school sites as part of class size reduction.

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 \$153,000.00 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 \$0, which is Architect'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.

CALIFORNIA DESIGN WEST ARCHITECTS

Dated: _____

Mitchell A. McAllister, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo
Chief Business Officer



PROJECT AUTHORIZATION FORM

Core Academic Renovation of Visual and Performing Arts Program at C.K. McClatchy High School

Date: February 18, 2016

Pursuant to the Master Architect Agreement dated December 19, 2013 between Rainforth Grau 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 & Engineering Services as needed for the Core Academic Renovation of Visual and Performing Arts Program at C.K. McClatchy High School.

Scope of Modernization Work:

- Upgrades, modifications and improvements to existing spaces housing the VAPA program including:
 - Performing arts / drama - theater and stage; black box classroom
 - Music – expanded ensemble room and piano lab
 - 2-D Art Classroom
 - 3-D Art Classroom
 - Ceramics Classroom
 - Digital Media Classroom
 - Digital Photography Classroom
 - Support spaces as needed
- Upgrades to VAPA HVAC systems including infrastructure as required
- Upgrades to VAPA electrical and low voltage systems
- ADA and code modifications as required to support VAPA work
- Site improvements immediately around building as required to support VAPA work

Exclusions:

- Pool and boiler improvements (this Prop. 39 work will be included in a separate agreement)
- Restroom, roofing, and power upgrade improvements (Deferred Maintenance work will be included as amendments to this agreement)
- DSA application fees (check to be provided by owner)

- Project Inspection
- Topographic or boundary surveys
- Seismic or lateral structural evaluations of entire existing buildings
- Geotechnical or Geohazards investigation and reporting
- CGS review processing
- Storm Water Prevention Pollution Plans
- Energy studies or analysis beyond required compliance documentation for DSA and T24
- CHPS conformance or verification
- Savings by Design application
- Health Department review and approvals
- Comprehensive ADA survey of site conditions
- Exhaustive evaluation of utility services and distribution/collection systems
- Landscape architectural services
- Updating of SP Diagrams of Facilities Forms
- Extraordinary efforts to search for facility data on existing site and buildings
- Assessment, testing or removal of hazardous materials (other than lead paint)
- Conformed drawings
- Services or activities not specifically noted above
- Estimating by professional estimator

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 \$1,719,595.00 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 \$0, which is Architect'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.

RAINFORTH GRAU ARCHITECTS

Dated: _____

Jeffrey Grau, President

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Dated: _____

Gerardo Castillo
Chief Business Officer

Attachment One to Project Authorization

PROJECT SCHEDULE

Authorization to proceed:	November 2015
Design Development	November 2015 – January 2016
Construction Document preparation	February – May 2016
DSA review	June – September 2016
Bid / Award	October – November 2016
Construction	December 2016 – November 2017
Closeout	December 2017 – January 2018



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 2, 2015

Gerardo Castillo, Chief Business Officer
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Subject: CN150294

Dear Mr. Castillo:

Please complete the following checked item(s) and return for further processing to:

Contracts, Purchasing and Conference Services
California Department of Education
1430 N Street, Suite 1802
Sacramento, CA 95814-5901

Please note the General Terms and Conditions for Standard Agreements (GTC) are available on the Internet at <http://www.documents.dgs.ca.gov/ols/GTC-610.doc>. However, if you do not have Internet capabilities, you may request a hard copy by contacting the office listed above.

- STD 213 Standard Agreement with attached exhibits. Sign the first page of the Standard Agreement package (STD 213) and the additional three single STD 213s.
- Initial where stamped on all copies.
- Complete and sign the Federal Requirement/Federal Assurances Certifications.
- Complete and sign the Darfur Act Certification.
- Provide one copy of the board resolution/certified board minutes or excerpt of board minutes authorizing person to sign in your behalf approving the agreement.
- A copy of your insurance certification which complies with Exhibit E Additional Provisions, Article III, Worker's Compensation.
- STD CCC-307, Contractor Certification Clauses. Please sign and return page one. Failure to do so will prohibit the State of California from doing business with your company.
- STD 204, Payee Data Record. No payment can be made unless this form is completed and returned.

Gerardo Castillo, Chief Business Officer
October 2, 2015
Page 2

_____ The attached Agreement is signed on behalf of the California Department of Education (CDE). Continue processing and when approved, return the original to this office.

This Agreement cannot be considered binding on either party until approved by appropriate authorized state agencies. No services should be provided prior to approval, as the State is not obligated to make any payments on any agreement prior to final approval. Expeditious handling of this Agreement is appreciated. For inquiries regarding this Agreement, **please contact the California Department of Education, Contracts, Purchasing and Conference Services, at (916) 322-3050.**

Sincerely,



Sueshil Chandra, Manager
Contracts, Purchasing, and Conference Services

SC:dl
Attachment(s)

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER

CN150294

REGISTRATION NUMBER

1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME

California Department of Education

CONTRACTOR'S NAME

Sacramento City Unified School District

2. The term of this Agreement is: July 1, 2015 through June 30, 2017

3. The maximum amount of this Agreement is: \$ 467,655.30
 Four hundred sixty-seven thousand six hundred fifty-five dollars and thirty cents

4. The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement.

Exhibit A – Scope of Work 4 page(s)

Exhibit B – Budget Detail and Payment Provisions 3 page(s)

Exhibit C* – General Terms and Conditions GTC 610

Check mark one item below as Exhibit D:

Exhibit - D Special Terms and Conditions (Attached hereto as part of this agreement) 1 page(s)

Exhibit - D* Special Terms and Conditions 1 page(s)

Exhibit E – Additional Provisions 1 page(s)

Items shown with an Asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.
 These documents can be viewed at www.ols.dgs.ca.gov/Standard+Language

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto,

CONTRACTOR

CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.)

Sacramento City Unified School District

BY (Authorized Signature)

DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

ADDRESS

5735 47th Avenue
 Sacramento, CA 95824

STATE OF CALIFORNIA

AGENCY NAME

California Department of Education

BY (Authorized Signature)

DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Sharon Taylor, Director, Fiscal and Administrative Services Division

ADDRESS

1430 N Street, Room 2213, Sacramento, CA 95814

California Department of General
 Services Use Only

Exempt per:

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER CN150294
REGISTRATION NUMBER

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Exhibit B – Budget Detail and Payment Provisions	3 page(s)
Exhibit C* – General Terms and Conditions	GTC 610
Check mark one item below as Exhibit D:	
<input checked="" type="checkbox"/> Exhibit - D Special Terms and Conditions (Attached hereto as part of this agreement)	1 page(s)
<input type="checkbox"/> Exhibit - D* Special Terms and Conditions	
Exhibit E – Additional Provisions	1 page(s)

Items shown with an Asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto. These documents can be viewed at www.ols.dgs.ca.gov/Standard*Language

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR		California Department of General Services Use Only <input type="checkbox"/> Exempt per:
CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.) Sacramento City Unified School District		
BY (Authorized Signature) 	DATE SIGNED(Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS 5735 47 th Avenue Sacramento, CA 95824		
STATE OF CALIFORNIA		
AGENCY NAME California Department of Education		
BY (Authorized Signature) 	DATE SIGNED(Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Sharon Taylor, Director, Fiscal and Administrative Services Division		
ADDRESS 1430 N Street, Room 2213, Sacramento, CA 95814		

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER CN150294
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BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS 5735 47 th Avenue Sacramento, CA 95824		
STATE OF CALIFORNIA		
AGENCY NAME California Department of Education		
BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Sharon Taylor, Director, Fiscal and Administrative Services Division		
ADDRESS 1430 N Street, Room 2213, Sacramento, CA 95814		

Exempt per:

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER CN150294
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 Sacramento City Unified School District

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PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS 5735 47 th Avenue Sacramento, CA 95824		
STATE OF CALIFORNIA		
AGENCY NAME California Department of Education		
BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Sharon Taylor, Director, Fiscal and Administrative Services Division		<input type="checkbox"/> Exempt per:
ADDRESS 1430 N Street, Room 2213, Sacramento, CA 95814		

EXHIBIT A

SCOPE OF WORK

I. GENERAL SCOPE:

The contractor will provide the services of William Ellerbee to the Student Support and Special Services Branch. This is an Interjurisdictional Exchange (IJE) Assignment (GC Section 19050.8) to provide professional assistance (SPB Rule 427) to meet compelling management needs, as described herein.

II. PROJECT MONITORS:

The CDE assigns **Michelle Zumot**, MZumot@cde.ca.gov, 916-323-6920 as state project monitor to oversee this project. Said monitor is not authorized to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

The contractor assigns **Kimberly Teague**, KimT@scusd.edu, 916-643-2464 as contractor project monitor to oversee this project. Said monitor is not authorized to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

MEMORANDUM OF UNDERSTANDING
AGREEMENT MADE AND ENTERED JULY 1, 2015
BETWEEN THE STATE OF CALIFORNIA AND
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Under the provision of Government Code Section 19050.8 and State Personnel Board Rule 427, the State of California and the Sacramento City Unified School District enter into an agreement for the assignment of:

Name of Employee: William Ellerbee

Local Education Agency: Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

to the California Department of Education (hereafter referred to as CDE), Student Support and Special Services Branch, under the following terms, conditions and policies:

I. JUSTIFICATION FOR ASSIGNMENT

At the completion of this contract, the Sacramento City Unified School District will have an employee who will possess a practical knowledge of state government practices and policies and who has gained program administrative experience. The employee will be responsible for the development of statewide educational policy related to curriculum and instruction. This assignment will expand the employee's experience and knowledge of program administration at the state level and its impact on local education agencies, which are required to implement successful education programs to meet the needs of children as established by law.

The organizational structure of CDE requires a Deputy Superintendent for the Student Support and Special Services Branch. William Ellerbee brings to that function expertise in a wide range of program areas. His skills and knowledge of program and policy administration and the operations of local school districts will enable the State Superintendent of Public Instruction to more effectively serve the children of California.

II. POSITION DATA AND SUPERVISION

The employee will be assigned to the position of Deputy Superintendent for the Student Support and Special Services Branch. The employee will be assigned to perform the following tasks and responsibilities:

- (1) Providing vision, leadership, technical assistance and direction for the development and implementation of a statewide educational strategy

for the CDE with particular focus on special services and support including special education, coordinated student support, nutrition services, after schools and oversight of CDE-operated State Special Schools and Diagnostic Centers;

- (2) representing and speaking for the State Superintendent of Public Instruction as directed, including to the State Board of Education, the State Legislature, the Congress, and other boards and commissions;
- (3) serving as a member of the State Superintendent of Public Instruction's Executive Cabinet, providing leadership in the development and approval of statewide educational and departmental policies and practices;
- (4) promoting support for the State Superintendent of Public Instruction's and the State Board of Education's educational reform agenda with particular emphasis on the instructional services programs, handling public speaking engagements as necessary throughout the State;
- (5) formulating strategies and policies necessary for the development and implementation of large-scale projects;
- (6) having responsibility for programmatic accountability of the total California Department of Education, which includes ensuring compliance with the intent of federal and state mandates for programs and waivers; and
- (7) working cooperatively with state legislators, U.S. Department of Education representatives, Department of Finance and Legislative Analyst's Office staff, Congressional representative, school district and county office of education superintendents, etc.

III. COSTS AND EXPENSE

The CDE will reimburse the Sacramento City Unified School District for the employee's salary and benefits via a standard agreement contract. In addition to salary, reimbursement will be paid for employer's contributions toward employee benefits including health, dental, vision, life insurance, fringe and contributions to the State Teachers Retirement System, unemployment and workers' compensation programs.

The CDE will reimburse William Ellerbee directly for all travel expenses incurred, through the CDE's California Automated Travel Expense Reimbursement System, while conducting official business for the State of California during this assignment. For travel purposes, the employee's headquarters will be designated as 1430 N Street, Sacramento, California.

IV. RIGHTS AND BENEFITS

The assignment of William Ellerbee to the CDE during this contract period shall not affect his/her status and rights as an employee of the Sacramento City Unified School District, and he/she will be entitled to all current and future benefits, salary and allowances for sick leave, vacation, retirement, workers' compensation, and other benefits offered to employees of the Sacramento City Unified School District. William Ellerbee will remain an employee of the Sacramento City Unified School District and will not gain any state civil service status or be eligible for benefits offered only to employees of the state as a result of this assignment. Experience obtained during this assignment will be considered administrative for open examination purposes.

V. APPLICATION OF RULES, REGULATIONS AND POLICIES

During the period of this assignment, the employee will be assigned responsibilities equivalent to the level of Deputy Superintendent of Public Instruction. The rules and policies of both the CDE and of the State of California governing standards of conduct shall apply to the employee.


Amendments to extend the services of a Visiting Educator assignment will be contingent upon the completion of a written annual evaluation of the employee's performance in this assignment.

As required under the provision of Budget Act language, individuals providing services under a Visiting Educator Program/Interjurisdictional Exchange contract are required to provide full financial disclosure to the Fair Political Practices Commission in accordance with the rules and regulations of the Commission.

VI. TERMS OF CONTRACT

This contract will commence on July 1, 2015 and will terminate on June 30, 2017. This contract may be terminated before the expiration date by either party with a thirty day written advance notice.

APPROVED:


William Ellerbee

DATE:

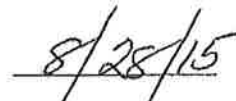


EXHIBIT B

BUDGET DETAIL AND PAYMENT PROVISIONS

I. INVOICING AND PAYMENT:

For services satisfactorily rendered, and upon receipt and approval of the invoices, the State agrees to compensate the Contractor for actual expenditures incurred in accordance with the rates specified herein, which is attached hereto and made a part of this agreement.

Invoices shall include the **Agreement Number CN150294** and shall be submitted in arrears, not more frequently than monthly in duplicate to:

California Department of Education
Executive Office
1430 N Street, Suite 5602
Sacramento, CA 95814
Attention: Michelle Zumot

II. BUDGET CONTINGENCY CLAUSE (Rev. 9/12):

- A. It is mutually understood between the parties that this Agreement may have been written before ascertaining the availability of congressional or legislative appropriation of funds, for the mutual benefit of both parties in order to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.
- B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions, or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.
- C. It is mutually agreed that if the Congress or the State Legislature does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.
- D. Pursuant to GC, Section 927.13, no late payment penalty shall accrue during any time period for which there is no Budget Act in effect, nor on any payment or refund that is the result of a federally mandated program or that is directly dependent upon the receipt of federal funds by a state agency.
- E. CDE has the option to terminate the Agreement under the 30-day termination clause or to amend the Agreement to reflect any reduction in funds.

III. **PAYMENT:**

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

IV. **TRAVEL CLAUSE:**

The contractor will not be reimbursed for travel costs under this contract. Travel reimbursement will be paid directly to the individual assigned by contractor upon submittal of an approved Travel Expense Claim, submitted via the CalATERS system that the CDE utilizes.

V. **ESCALATOR CLAUSE:**

This agreement may be amended to cover any increases in salary or benefits for the fiscal year, which are approved and implemented by the contractor's governing board within the Budget Act cap, if any.

VI. **VACATION ACCRUALS:**

The vacation accrual component of the budget is payable at the end of each fiscal year only if accumulated vacation or leave exceeds usage. The contractor shall provide vacation accrual hours to the CDE Contract Monitor. CDE may require the Visiting Educator to take the accrued vacation to the extent possible.

Exhibit B
Sacramento City Unified School District
Visiting Educator William Ellerbee

		FY 2015-16		FY 2016-17
		Budget		Budget
Monthly Rate		\$13,500.17		\$ 13,905.25
Months		<u>12</u>		<u>12</u>
Salary		162,002.04		166,863.00
Mileage Allowance		4,800.00		4,800.00
Total Salary and Mileage		\$166,802.04		\$171,663.00
Benefits:				
STRS	10.73%	17,897.86	12.58%	21,595.21
Unemployment	0.0595%	99.25	0.0595%	102.14
Workers Compensation	2.18%	3,636.28	2.18%	3,742.25
Health & Welfare Annual		7,432.00		7,913.00
Retiree Surcharge		5,393.00		5,770.00
Total Benefits		\$34,458.39		\$39,122.60
Salary and Benefits		\$201,260.43		\$210,785.60
Unpaid Accrued Vacation		18,591.00		19,421.00
Subtotal		\$219,851.43		\$230,206.60
Indirect Costs	3.91%	8,596.19	3.91%	9,001.08
Fiscal Year Total		\$228,447.62		\$239,207.68
Grand Total				\$467,655.30

EXHIBIT D

SPECIAL TERMS & CONDITIONS

I. RESOLUTION OF DISPUTES:

If the contractor disputes any action by the project monitor arising under or out of the performance of this contract, the contractor shall notify the project monitor of the dispute in writing and request a claims decision. The project monitor shall issue a decision within 30 days of the contractor's notice. If the contractor disagrees with the project monitor's claims decision, the contractor shall submit a formal claim to the Superintendent of Public Instruction or the Superintendent's designee. The decision of the Superintendent shall be final and conclusive on the claim unless the decision is arbitrary, capricious, or grossly erroneous or if any determination of fact is unsupported by substantial evidence. The decision may encompass facts, interpretations of the contract, and determinations or applications of law. The decision shall be in writing following an opportunity for the contractor to present oral or documentary evidence and arguments in support of the claim. Contractor shall continue with the responsibilities under this Agreement during any dispute.

EXHIBIT E

ADDITIONAL PROVISIONS

I. RIGHT TO TERMINATE: rev. 5/07

This agreement may be terminated before the expiration date by either party subject to thirty (30) days written advance notice.

However, the agreement can be immediately terminated for cause. The term "for cause" shall mean that the Contractor fails to meet the terms, conditions, and/or responsibilities of the contract. In this instance, the contract termination shall be effective as of the date indicated on the State's notification to the Contractor.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1b

Meeting Date: February 18, 2016

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 February 18, 2016
2. Classified Personnel Transactions Dated February 18, 2016

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 2/18/2016

<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							
CLARKE-MAYBERG	CHRISTOPHEF	B	Teacher Spec Ed	CAROLINE WENZEL ELEMENTAR	1/12/2016	6/30/2016	EMPLOY PROB 1 1/12/16
NELSON	JREY	0	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	1/25/2016	6/30/2016	EMPLOY PROB'0' 1/25/16
LONG	DIANE	B	School Nurse	HEALTH SERVICES	1/27/2016	6/30/2016	EMPLOY PROB1 1/27/16
GARCIA	SABRINA	B	Teacher Elementary	EDWARD KEMBLE ELEMENTARY	1/19/2016	6/30/2016	EMPLOY PROB1 1/19/16
RUBIO	JESUS	B	Teacher High School	ROSEMONT HIGH SCHOOL	1/20/2016	6/30/2016	EMPLOY PROB1 1/20/15
LEAVES							
ANDERSEN	MICHAEL	A	Teacher High School	THE MET	1/25/2016	6/30/2016	LOA PD ADMIN 1/25/16-6/30/16
DEEMS	MARY	A	Teacher Resource Speci	WILL C. WOOD MIDDLE SCHOOL	12/2/2015	1/24/2016	LOA AMEND PD FMLA 12/2/15
SCHON-GOODMAN	JULIE	A	Teacher K-8	ROSA PARKS MIDDLE SCHOOL	1/30/2016	3/9/2016	LOA EXT UNPD FMLA 1/30-3/9/16
GALARZA	MARIA	A	Teacher Elementary	EDWARD KEMBLE ELEMENTARY	1/5/2016	1/31/2016	LOA EXTPDFMLA/HE F 1/31/16
DEEMS	MARY	A	Teacher Resource Speci	WILL C. WOOD MIDDLE SCHOOL	1/25/2016	6/30/2016	LOA RTN PD FMLA 1/25/16
MCPHAIL	CYNTHIA	A	Teacher High School	HIRAM W. JOHNSON HIGH SCHO	2/1/2016	6/30/2016	LOA RTN UNPD FMLA 2-1-16
CEDROS	FELISBERTO	A	PrincipalSupt PriorityHigh	HIRAM W. JOHNSON HIGH SCHO	9/21/2015	9/21/2015	RTN FR LOA PD 9/2/15
RE-ASSIGN/STATUS CHANGE							
XIONG	VUE	Q	Assistant Principal Elem	ELDER CREEK ELEMENTARY SCH	1/4/2016	6/30/2016	REA/STCHG/TR 1/4/16-6/30/16
MOUA	BAO	Q	Principal Elementary Sch	SUSAN B. ANTHONY ELEMENTAR	1/4/2016	6/30/2016	RE FR AP/STCHG/TR 1/4-6/30/16
GUTIERREZ	SOLEDAD	Q	Principal Elementary Sch	WOODBINE ELEMENTARY SCHO	1/4/2016	6/30/2016	REA/STCHG LTA/TR 1/4-6/30/16
RUVALCABA	RONAELE	Q	Supervisor Special Educ	REASSIGNED	12/1/2015	6/30/2016	REA/STCHG PROB LTA/TR 12/1/15
ECHOLS	STANLEY	B	Dir I Behavior and Re-En	STUDENT SUPPORT AND FAMILY	1/4/2016	6/30/2016	REA/STCHG PROB/TR 1/4/16
ROSE	NANCI	Q	Assistant Principal K-8 Sc	JOHN H. STILL - K-8	1/4/2016	6/30/2016	REA/STCHG LTA 1/4-6/30/16
ROBB	MICHELE	B	Teacher Elementary	MATSUYAMA ELEMENTARY SCH	1/26/2016	6/30/2016	REA/STCHG PROB1/TR 1/26/16
CEDROS	FELISBERTO	Q	Supervisor Special Educ	SPECIAL EDUCATION DEPARTME	9/22/2015	6/30/2016	TR FR LOC 520/Y-RATE 9/22/15
SEPARATE/RETIRE/RESIGN							
VANG	ZOUA	B	School Nurse	HEALTH SERVICES	9/3/2015	1/29/2016	RESIGNED OJ 1/29/16
PELLERIN	JILL	B	Training Specialist	CURRICULUM & PROF DEVELOP	9/3/2015	6/17/2016	SEP/RESIGN 6/17/16
BOWERS	SUSAN	A	Teacher Child Developme	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/30/2016	SEP/RETIRE 6/30/15
FRITZ	DAVID	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	10/30/2015	12/31/2015	SEP/RETIRED 12/31/15

Attachment 2: CLASSIFIED 02/18/2016

<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							
JOHNSON	PAMELA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMI	1/25/2016	6/30/2016	EMPLOY .3750 PROB1 1/25/16
BROWNING	NATHANIEL	B	Special Assistant to the B	BOARD OF EDUCATION	1/5/2016	6/30/2016	EMPLOY 1ST PROB 1/5/16
MCDANIEL JR	ANTHONY	B	Custodian	CAPITOL COLLEGIATE ACADEMY	12/4/2015	6/30/2016	EMPLOY PROB1 12/7/15
LEAVES							
AVILA	ELIZABETH	A	Child Dev Spec I	CHILD DEVELOPMENT PROGRAM	1/1/2016	1/31/2016	LOA EXT PD FMLA HE 1/1-1/31/16
BERRINI	RAMONA	A	IEP Desig Inst Para-Sp E	SPECIAL EDUCATION DEPARTME	12/30/2015	1/31/2016	LOA EXT PD HE 12/30-1/31/16
EDDINGS	MARIAH	B	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHO	12/22/2015	12/31/2015	LOA EXT PDHE/ 12/22-12/31/15
GONZALEZ	GLADIS	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	1/5/2016	1/31/2016	LOA EXT UNPDFMLA 1/5-1/31/16
DRYDEN	ANGEL	B	Custodian	HEALTH PROFESSIONS HIGH SCI	1/13/2016	4/3/2016	LOAPD HE 1/13-4/3/16
EDDINGS	MARIAH	B	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHO	1/1/2016	6/30/2016	RTN FR LOA 1/1/16
RE-ASSIGN/STATUS CHANGE							
ANDERSON	SHERRA	B	Fd Sv Asst IV	NUTRITION SERVICES DEPARTMI	1/26/2016	1/31/2016	REA/STCHG .8750 1/26/16
BELEN	JOHN	B	Bus Driver	TRANSPORTATION SERVICES	1/14/2016	1/26/2016	STCHG .8125 1/14/16
CAKAU	ALIPATE	B	Bus Driver	TRANSPORTATION SERVICES	1/14/2016	6/30/2016	STCHG .8750 1/14/16
BELEN	JOHN	B	Bus Driver	TRANSPORTATION SERVICES	1/27/2016	6/30/2016	STCHG .8750 1/27/16
SANCHEZ	DESIRAE	A	Bus Driver	TRANSPORTATION SERVICES	11/20/2015	6/30/2016	STCHG TO .875 11/20/15
SEPARATE/RESIGN/RETIRE							
GALLOWAY-SOLANGO	MARIA	Q	Inst Aid, Spec Ed	SPECIAL EDUCATION DEPARTME	11/1/2015	1/29/2016	SEP/RESIGN 1/29/16
CHYNOWETH	JODI	A	Walking Attendant	DAVID LUBIN ELEMENTARY SCHC	7/1/2015	10/31/2015	SEP/RESIGN 10/31/15
HANNON	SCARLOTTE	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHC	9/3/2015	2/5/2016	SEP/RESIGN 2/5/16
MONTEIRO	ANASTASIA	A	Clerk II	DAVID LUBIN ELEMENTARY SCHC	12/7/2015	1/29/2016	SEP/RESIGN, 1/29/16
PRASAD	MARIE	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAM	7/1/2015	6/16/2016	SEP/RETIRE 6/16/16



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1c

Meeting Date: February 18, 2016

Subject: Approve Luther Burbank High School Field Trip to Tacoma, Washington from March 3, 2016 to March 8, 2016

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

Division: Deputy Superintendent

Recommendation: Approve Luther Burbank High School Field Trip to Tacoma, Washington from March 3 to March 8, 2016

Background/Rationale: On March 3 through March 8, 2016, students from Luther Burbank High School will travel to Tacoma, Washington to attend the Navy JROTC Orienteering National Championships. There will be two chaperones attending with ten students.

Financial Considerations: There will be no cost to the district. Expenses will be paid by JROTC organization.

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Out of State Field Trip Documents

Estimated Time of Presentation: N/A

Submitted by: Lisa Allen, Interim Deputy Superintendent
Chad Sweitzer, Area Assistant Superintendent

Approved by: Jose L. Banda, Superintendent

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
(USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip, See reference distribution section for details concerning each type of trip.
School Name Luther Burbank High School Date 1-18-2016

Teacher's Name CDR Tom Jones Room # H-7 Telephone # 433-5145
Fax # _____

Field Trip Destination Navy JROTC Orienteering National Championships in Tacoma, Washington

Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight

Out-of-State/Country Involving Swimming or Wading Unusual Activities
Route I-5 to Tacoma, Washington

Educational nature of field trip/excursion Cadets will compete in the National orienteering championship.
Plus they will visit two colleges along the route.

Depart Date 3-3-16 Time 8am am/pm Return Date 3-8-16 Time 10pm am/pm

TRANSPORTATION will be provided by: Walking School Bus – Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no – Check Risk Management Web Site
 Private Vehicle – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
Parent Driver – Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: 2 rental vans

Funding Source Navy JROTC Financial Assistance Available? yes no

Number of students participating: 10

Adult Supervisors/ Drivers: DRIVER DRIVER
1) Mats Jansson yes no 2) _____ yes no
3) _____ yes no 4) _____ yes no

Teachers and Staff Attending:
1) CDR Tom Jones yes no 2) _____ yes no
3) _____ yes no 4) _____ yes no

Principal Approval [Signature] Date 1/19/16
Risk Management Approval (Unusual Activities) [Signature] Date 1/27/16
Segment Administrator Approval [Signature] Date 2-5-16

- Distribution: Refer to Field Trip Information Form RSK 106F for the forms and distribution required for each trip:
- Local Trip:** (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
 - Out-Of-Town:** (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
 - Overnight Trip:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
 - Trip Involving Swimming or Wading:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
 - Trip Involving Unusual Activities** (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.) - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. **Must purchase Special Event Liability Insurance.**
 - Out-of-State/Country:** Submit to Principal for approval then forward to Segment Administrator and Risk Management **SIX (6) WEEKS** prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit for Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator

Sacramento City Unified School District
**OUT-OF-STATE OR OUT-OF-COUNTRY
 TRAVEL REQUEST**

School Name Luther Burbank Navy JROTC Date 1/18/2016

Teacher's Name CDR Tom Jones Room # H-7 Telephone # 433-5145

Field Trip Destination Navy JROTC Orienteering National Championships, Tacoma, Wash

Reason for travel Students will participate in the Navy JROTC Orienteering National Championships. They have practiced and competed in numerous events in preparation for this championship.

List unusual activities, water activities or high risk activities (examples: rafting, snorkeling, rock climbing, skiing, etc.) as a special parent waiver may be required. Submit copy of contract or waiver for review before signing. Risk management approval required.

Attach a detailed itinerary for each day: See Attached

Signed [Signature]
Teacher

Approvals:

[Signature] 1/19/16
Principal Date

[Signature] 1/27/16
Risk Management Dept. Date

[Signature] 2/5/16
Segment Administrator Date

[Signature] 2/10/16
Superintendent Date

Board Approval Date

TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

Request to Attend: <input checked="" type="checkbox"/> Conference/Workshop Business Meeting	Purpose for Attending: <input checked="" type="checkbox"/> Professional Development Continued Education Credits Earned	Instructions: This form must be completed and received in Accounts Payable at least 30 days prior to the proposed trip- 60 days if out-of-state. REQ # _____
--	---	--

School/Department Luther Burbank High School / Navy JROTC Date 1/21/2016

Date(s) of Event 3-8 March 2016 Location Tacoma, Washington

Event Title (attach brochure) Navy JROTC Orienteering National Championships

Purpose* Chaperone 10 Navy JROTC cadets to this Orienteering Championship meet. Allows cadets to build life skills of physical fitness, navigation, orienteering and experience College visits and National Championship competition.

*(what value does this activity give students, attendees, staff, department/site or community?)

What Board goal/priority does this travel support? Dramatically increases student experiences and opportunities.

How will this activity/event be used and shared? Helps students build life skills of physical fitness, navigation plus College visits

Name of Attendee(s) (attach sheet for additional attendees)	Position	Substitute (Y/N)**	No. of Days Required	Budget Code (for substitute)
Thomas Jones	Senior Naval Science Instructor	No	0	
Mats Jansson	Volunteer	No	0	
		No		
		No		

****IF A SUBSTITUTE IS NEEDED, SEND A COPY OF THIS FORM TO PERSONNEL, BOX 770** Additional Attendees Attached

Approvals: _____ <u>AP</u> Principal/Department Head <u>01/21/16</u> Date _____ <u>2-5/16</u> Associate Superintendent/Assistant Superintendent Date _____ <u>2/9/16</u> Deputy Superintendent/CFO (Finance) Date _____ <u>2/10/16</u> Superintendent or Designee Date	District cost for all attendees (estimate) Registration Fee *** <u>0</u> Meals included? <input type="checkbox"/> B <input type="checkbox"/> L <input type="checkbox"/> D Lodging <u>0</u> Transportation <u>0</u> Meals <u>0</u> Other <u>0.00</u> TOTAL \$ 0.00
---	---

Categorical Budget Code(s):
 General Fund/Unrestricted _____ \$ _____
 _____ \$ _____

***If any meals are included in the cost of registration, how many of each: Breakfast _____ Lunch _____ Dinner _____

Prepayment Requested: All checks will be sent to the site/department unless prior arrangements have been made (with AP) to pick up check

Requisition #	Dollar Amount
Registration Fee	_____
Hotel	_____
Airfare ****	_____
Car Rental ****	_____

**** If airfare or car rental is requested, send a copy of this form to Purchasing, Box 830



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1d

Meeting Date: February 18, 2018

Subject: Approve School of Engineering and Sciences Field Trip to Flagstaff, Arizona from March 6 - 13, 2016.

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

Division: Deputy Superintendent

Recommendation: Approve School of Engineering and Sciences field trip to Flagstaff, Arizona from March 6, 2016 to March 13, 2016.

Background/Rationale: On March 6, 2016 to March 13, 2016, students from School of Engineering and Sciences will travel by vans to Flagstaff, Arizona to participate in the FIRST Robotics Competition Northern Arizona Regional Event.

Financial Considerations: There is no cost to the District. Expenses are paid through parent contributions and fundraising.

LCAP Goal(s): .College and Career Ready Students

Documents Attached:

1. Out-of-state field trip documents

Estimated Time of Presentation: N/A

Submitted by: Lisa Allen, Interim Deputy Superintendent
Tu Carroz, Area Assistant Superintendent

Approved by: Jose L. Banda, Superintendent

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
(USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip. See reference distribution section for details concerning each type of trip.
School Name School of Engineering and Sciences Date 11/18/15

Teacher's Name Ken Davis Room # B5 Telephone # 433-2960
Fax # 433-2959

Field Trip Destination Flagstaff, AZ

Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight

Out-of-State/Country Involving Swimming or Wading Unusual Activities
Route Sacramento to Las Vegas, NV to Flagstaff, AZ

Educational nature of field trip/excursion FIRST Robotics Competition Northern Arizona Regional Event

Depart Date 3/6/16 Time 9:00 am am/pm Return Date 3/13/16 Time 4:00 pm am/pm

TRANSPORTATION will be provided by: Walking School Bus - Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no - Check Risk Management Web Site
 Private Vehicle - Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Parent Driver - Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver - Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: Rental Vans

Funding Source _____ Financial Assistance Available? yes no

Number of students participating: 13

Adult Supervisors/ Drivers: DRIVER DRIVER
1) Berta Serrato yes no 2) Warrene Quan yes no
3) _____ yes no 4) _____ yes no

Teachers and Staff Attending:
1) Ken Davis yes no 2) Julio Olivares yes no
3) _____ yes no 4) _____ yes no

Principal Approval [Signature] Date 11/19/15

Risk Management Approval (Unusual Activities) [Signature] Date 11/27/15

Segment Administrator Approval [Signature] Date 11/29/15

Distribution: Refer to Field Trip Information Form RSK 106F for the forms and distribution required for each trip.

- 1. **Local Trip:** (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
- 2. **Out-Of-Town:** (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- 3. **Overnight Trip:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- 4. **Trip Involving Swimming or Wading:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- 5. **Trip Involving Unusual Activities** (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.) - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. **Must purchase Special Event Liability Insurance.**
- 6. **Out-of-State/Country:** Submit to Principal for approval then forward to Segment Administrator and Risk Management SIX (6) WEEKS prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit to Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator

Sacramento City Unified School District
**OUT-OF-STATE OR OUT-OF-COUNTRY
 TRAVEL REQUEST**

School Name School of Engineering and Sciences Date 11/13/2015
 Teacher's Name Ken Davis Room # B05 Telephone # 433-2960

Field Trip Destination Flagstaff, Arizona

Reason for travel Attendance at the FIRST Robotics Competition Northern Arizona
Regional Event

List unusual activities, water activities or high risk activities (examples: rafting, snorkeling, rock climbing, skiing, etc.) as a special parent waiver may be required. Submit copy of contract or waiver for review before signing. Risk management approval required.

U/A

Attach a detailed itinerary for each day: Attached

Signed [Signature]
 Teacher

Approvals:

[Signature] 11/19/15
 Principal Date

[Signature] 1/27/16
 Risk Management Dept. Date

[Signature] 1/29/16
 Segment Administrator Date

[Signature] 1/8/16
 Superintendent Date

Board Approval Date

TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

Request to Attend: <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	Purpose for Attending: <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	Instructions: This form must be completed and received in Accounts Payable at least 30 days prior to the proposed trip - 60 days if out-of-state. REQ.# _____
--	---	---

School/Department: School of Engineering and Sciences Date: Nov 18, 2015

Date(s) of Event: 3/6 - 3/13/16 Location: Flagstaff, AZ

Event Title (attach brochure): FIRST Robotics Competition Northern Arizona Regional Event

Purpose*: Robotics Competition

*(what value does this activity give students, attendees, staff, department/site or community?)

How does this travel align with the District's strategic plan? College and Career Readiness

How will this activity/event be used and shared? Among Students and Staff

Name of Attendee(s) <small>(attach sheet for additional attendees)</small>	Position	Substitute (Y/N)**	No. of Days Required	Budget Code <small>(for substitute)</small>
Davis, Ken	Teacher	Yes	5	01-0000-1-1102-15-1110-1000-000-0557-000
Olivares, Julio	Teacher	Yes	5	01-0000-1-1102-15-1110-1000-000-0557-000
		No		
		No		
		No		

***IF A SUBSTITUTE IS NEEDED, SEND A COPY OF THIS FORM TO PERSONNEL, BOX 770** Additional Attendees Attached

Approvals: Principal/Department Head Signature & Print Name: _____ Date: <u>11/19/15</u> Cabinet Level or Designee Signature: _____ Date: <u>12/8/15</u> Chief Business Officer Signature: _____ Date: <u>1/6/16</u> Superintendent or Designee Signature: _____ Date: <u>1/8/16</u>	District cost for all attendees (estimate): Registration Fee *** <u>0.00</u> Meals included? <input type="checkbox"/> B <input type="checkbox"/> L <input type="checkbox"/> D Lodging: _____ Transportation: _____ Meals: _____ Other: _____ TOTAL \$ 0.00
---	--

Categorical Budget Code(s): _____ \$ _____
 General Fund/Unrestricted _____ \$ _____

***If any meals are included in the cost of registration, how many of each: Breakfast _____ Lunch _____ Dinner _____

Prepayment Requested: All checks will be sent to the site/department unless prior arrangements have been made (with AP) to pick up check

Requisition #	Dollar Amount
Registration Fee	_____
Hotel	_____
Airfare ****	_____
Car Rental ****	_____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1e

Meeting Date: February 18, 2016

Subject: **Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of January 2016**

- 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 January 2016 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 – January 2016

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
January 2016

<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	97-326293 - 97-327411	General (01)	\$ 9,869,397.40	
		Charter (09)	\$ 277,604.57	
		Adult Education (11)	\$ 68,517.85	
		Child Development (12)	\$ 33,387.25	
		Cafeteria (13)	\$ 1,732,022.08	
		Deferred Maintenance (14)	\$ 6,296.00	
		Building (21)	\$ 1,402,851.96	
		Developer Fees (25)	\$ 4,334.26	
		Mello Roos Capital Proj (49)	\$ 121,998.02	
		Self Insurance (67/68)	\$ 798,051.97	
		Retiree Benefits (71)	\$ 79,948.58	
		Payroll Revolving (76)	\$ 110,351.77	
				<u>\$ 14,504,761.71</u>
Alternate Cash Revolving Checks for Emergency Accounts Payable and Payroll	00000913 - 00000946	General (01)	\$ 4,605.00	
		Adult Education (11)	\$ 1,984.30	
		Retiree Benefits (71)	\$ 1,800.20	
		Payroll Revolving (76)	\$ 13,888.98	
				<u>\$ 22,278.48</u>
Payroll and Payroll Vendor Warrants	97791063 - 97792226	General (01)	\$ 961,312.19	
		Charter (09)	\$ 34,940.50	
		Adult Education (11)	\$ 10,120.79	
		Child Development (12)	\$ 74,787.59	
		Cafeteria (13)	\$ 97,495.32	
		Retiree Benefits (71)	\$ 5,127.70	
		Payroll Revolving (76)	\$ 2,417,771.49	
				<u>\$ 3,601,555.58</u>
Payroll ACH Direct Deposit	ACH-00946028 - ACH-00951907	General (01)	\$ 12,317,640.08	
		Charter (09)	\$ 453,069.79	
		Adult Education (11)	\$ 164,208.75	
		Child Development (12)	\$ 603,174.96	
		Cafeteria (13)	\$ 335,438.80	
		Building (21)	\$ 54,404.34	
		Self Insurance (67/68)	\$ 16,451.76	
		Retiree Benefits (71)	\$ 22,466.99	
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700348226 - 9700348244	Retiree Benefits (71)	\$ 1,911,222.09	
		Payroll Revolving (76)	\$ 8,815,196.53	
				<u>\$ 10,726,418.62</u>
Total Warrants, Checks, and Electronic Transfers				<u>\$ 42,821,869.86</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1f

Meeting Date: February 18, 2014

Subject: Approve Appointment of Board Member Ellen Cochrane to the California School Board Association (CSBA) Delegate Assembly

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

Department: Board of Education (Board President)

Recommendation: Approve Board Member Appointment to the CSBA Delegate Assembly.

Background/Rationale: Board Member Ellen Cochrane currently serves as a delegate to the California School Board Association's (CSBA) Delegate Assembly. Her term is due to expire on March 31, 2016. The recommendation of the Board President is to appoint Board Member Cochrane to serve a two year term commencing on April 1, 2016 through March 31, 2018.

SCUSD, based on ADA, is entitled to two delegates. The other delegate is Board Vice President Jay Hansen. His term is scheduled to expire on March 31, 2017.

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Delegate Assembly Appointment Form
2. Appointed Delegate Assembly Biographical Sketch Form

Estimated Time of Presentation: N/A

Submitted by: Jerome M. Behrens, General Counsel

Approved by: José L. Banda, Superintendent



Delegate Assembly Appointment Form

Forms are due by: Tuesday, March 15, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

CSBA Region/subregion # _____

The Board of Education of the _____
(School District or COE)

wishes to appoint: _____ to the Delegate Assembly
(Appointee name)

for a two-year term beginning April 1, 2016 through March 31, 2018.

- The appointee has consented to this appointment, and
- Attached is the appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé, or
- The appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé will be sent by the deadline date.

Board Clerk or Board Secretary (signed)

Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The appointment and candidate biographical sketch forms must be returned CSBA, attention: Leadership Services via mail: 3251 Beacon Blvd., West Sacramento, CA 95691 (U.S.P.S.) or fax: (916) 371-3407 no later than **Tuesday, March 15, 2016**. If you have any questions, please contact Leadership Services department at (800) 266-3382 or Charlyn Tuter at ctuter@csba.org. Thank you.

APPOINTED Delegate Assembly Biographical Sketch Form

Due: Tuesday, March 15, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax: (916) 371-3407

Please complete, sign and date this required one-page biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted. Please do not state "see résumé" and please do not re-type this form. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: _____	CSBA Region-subregion #: _____
District or COE Name: _____	Years on board: _____
Profession: _____	Contact Number: _____
E-mail: _____	
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Your signature indicates your consent to serve as an appointed CSBA Delegate.

Signature: _____

Date: _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1g

Meeting Date: February 18, 2016

Subject: Approve Minutes of the January 21, 2016, 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 January 21, 2016, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the January 21, 2016, 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

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

Thursday, January 21, 2016

4:00 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

MINUTES

2015/16-14

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:06 p.m. by President Pritchett, and roll was taken.

Members Present:

President Christina Pritchett

Gustavo Arroyo

Ellen Cochrane

Darrel Woo

Members Absent:

Vice President Jay Hansen (arrived at 4:10 p.m.)

Second Vice President Jessie Ryan (arrived at 4:10 p.m.)

Diana Rodriguez (arrived at 5:00 p.m.)

A quorum was reached.

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

None

3.0 CLOSED SESSION

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

- 3.1 *Government Code 54956.9 - Conference with Legal Counsel – Anticipated Litigation:*
 - a) *Significant exposure to litigation pursuant to subdivision (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 *Threat to Public Services or Facilities*
Consultation with: Manager II, Safe Schools and General Counsel
- 3.5 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) *Superintendent*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 7:01 p.m. by President Pritchett.

Members Present:

President Christina Pritchett
Vice President Jay Hansen (left at 9:00 p.m.)
Second Vice President Jessie Ryan
Gustavo Arroyo
Ellen Cochrane
Diana Rodriguez
Darrel Woo
Student Member Elizabeth Barry

Members Absent: none

The Pledge of Allegiance was led by H. W. Harkness Elementary school teacher Shaun Peters and Parent Advisor Lori Tullgren, along with Sixth Grade students. They have been donating gifts to troops overseas. Certificates were presented by Board Member Diana Rodriguez.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None

6.0 AGENDA ADOPTION

President Pritchett asked for a motion to adopt the agenda. A motion was made to approve by Member Woo and seconded by Vice President Hansen. The Board voted unanimously to adopt the agenda.

7.0 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.

Public Comment:

Nikki Milevsky, President of the Sacramento City Teachers' Association (SCTA), shared SCTA's perspective on bargaining regarding their wage reopener, and she expressed her concern over the large teacher shortage in the District. She stated that the District will need to hire 200 educators by September due to class size reduction, retirement, and attrition. She expressed concern that the number will rise higher if experienced teachers leave for higher wages elsewhere. She also expressed concern about possible cuts to benefits and stated that benefits are not up for negotiation; she said that benefits are not part of the reopener, and she showed documents on the overhead projector to substantiate that. Chesshuwa Beckett, a teacher at Rosemont High School, has concerns about the District's ability to recruit and retain teachers. She noted that her school has just hired a Spanish teacher for the second semester; students went a whole first semester with revolving substitutes that usually did not speak Spanish. She also noted that many of her colleagues are looking to leave to go to work for surrounding districts that pay more. She also has concerns with equity; she feels that the lower economic schools will have an even harder time of getting qualified teachers into classrooms. She feels that competitive wages are needed to be able to recruit and retain teachers.

Angie Sutherland distributed a letter to the Board which was addressed to the California Department of Education. It was submitted on behalf of three civil rights organizations. The letter addresses harsh discipline in the classroom. She asked that our District take on a leadership role by looking at our internal practices and provide training in this area. She spoke about a negative experience that her daughter had in the past and compared it with the positive school environment that she is in now.

8.0 CONSENT AGENDA

2 minutes

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

8.1 Items Subject or Not Subject to Closed Session:

- 8.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 8.1b *Approve Personnel Transactions (Cancy McArn)*
- 8.1c *Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of October through December 2015 (Cancy McArn)*
- 8.1d *Approve Luther Burbank High School Field Trip to Carson City, Nevada from February 26 to February 27, 2016 (Lisa Allen and Chad Sweitzer)*

- 8.1e Approve C. K. McClatchy High School Field Trip to the University of Nevada, Las Vegas, Nevada from February 5 to February 8, 2016 (Lisa Allen and Mary Hardin Young)
- 8.1f Approve Business and Financial Report: Warrants and Checks Issued for the Period of November 2015 and December 2015 (Gerardo Castillo, CPA)
- 8.1g Approve Annual Adjustment to Bid Threshold per Public Contract Code Section 20111 (Gerardo Castillo, CPA)
- 8.1h Approve Minutes of the December 10, 2015, Board of Education Meeting (José L. Banda)
- 8.1i Approve Minutes of the December 11, 2015, Special Board of Education Meeting (José L. Banda)

President Pritchett asked for a motion to adopt the Consent Agenda. A motion was made to approve by Vice President Hansen and seconded by Member Arroyo. The Board voted unanimously to adopt the agenda.

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 9.1 Approve Resolution No. 2866: Designating Floyd Farm Manager **Conference/Action**
(Cathy Allen)

Chief Operations Officer Cathy Allen began the presentation to appoint the Food Literacy Center as the manager of the Floyd Farms project. She turned the presentation over to Vice President Hansen. He spoke about the presentations given regarding Floyd Farms over the past year or more. He recognized and thanked Dr. Michael Mendez, Pastor Mark Meeks, Kevin Smith, Principal Chapman, Principal Clayton Johnson, District staff, Councilmember Steve Hansen, and County Supervisor Phil Serna for their help and work. He noted that a project such as this has never been done before. Several years ago the District and the City signed a Memo of Understanding with the developer to dedicate the funds generated from development surrounding Leataata Floyd Elementary School and Health Professions High School to a farm and to the community. Deciding exactly what to do with the 2.5 acre space next to Leataata Floyd Elementary School was a big challenge, and the biggest challenge was finding an operator that would be able to take on this task and project in who we have full confidence. Vice President Hansen said he feels we have found a great organization that has great support in the community.

Public Comment:

The following spoke in support of approving Resolution No. 2866:

Michael Mendez

Jameson Parker

Randall Selland

Amber Stott

Mark Meeks

Elaine Lander
Evonne Fisher
Pearryn Simpson
Nicole Rogers
Lynn Hanna

President Pritchett made a motion to move the Item from Conference to Action. The motion was seconded by Member Rodriguez and unanimously approved.

Board Member Comment:

Member Woo thanked all for coming out. He thanked Principal Chapman for taking him on a tour of the site.

Member Cochrane supports having the Food Literacy Center as manager and looks forward to the development of the land. She pointed out that we do have many facilities that could have gardens and wants us to remember to support other sites also. She is thinking of Luther Burbank High School in particular. This school is the last Future Farmers of America site in the District. It has the infrastructure and facilities to have a farm. She asked that the Food Literacy Center look to other sites when they are ready to grow such as Theodore Judah Elementary School, David Lubin Elementary School, and Rosemont High School.

Second Vice President Ryan said that she cannot think of a better entity to operate this project. She has seen their commitment and energy in Oak Park. She also had a tour of the future Floyd Farms, and she cannot think of a more worthy school site and area to have this ground breaking project. She knows that they have a vision to expand beyond this site, and she strongly supports this project.

Member Rodriguez said this is a STEAM project because cooking is an art. She thanked executive Chef Selland for being here tonight. She gave a shout out to Dr. Michael Mendez also. She mentioned that some of her schools have obesity and diabetes rates and thanked the person that brought up those statistics because doing so helps keep this important issue on the radar. She spoke about a class she recently took at the University of Southern California in which top executives came and spoke about the importance of having a worldly pallet. She thanked Member Cochrane for her comments about Luther Burbank High School and noted that the school is named after a botanist. The Future Farmers of America program is being built up again by Mr. McClatchy and his crew. She thanked them for that. She said there are areas in the south side that have space for gardens and mentioned two, Susan B. Anthony and Woodbine Elementary Schools. Also Rosa Parks K-8 School and Mark Hopkins Elementary School have large areas that could support community gardens. She said the reason we are doing this is for people, and it is important that we do not transplant any community that is there currently.

Vice President Hansen said he is very enthusiastic in his support. A project like this furthers our status as a destination district, and this is a great opportunity for us. It is exciting that the students will be learning about where food really comes from, learning about nutrition, and food preparation. He is happy that so many great chefs are involved in this positive project.

President Pritchett noted that the transformation happening at the site is amazing. She said the energy around this project is contagious. All Board members want this in their areas; they all have areas that have space and/or have gardens that need help. She hopes that later down the road when they are able to grow, Food Literacy Center will reach out to the rest of the schools.

President Woo motioned to approve the Item, and Member Arroyo seconded. The motion was unanimously approved.

9.2 2016-2017 Budget Update (Gerardo Castillo, CPA)

Information

Chief Business Officer Gerardo Castillo presented a summary of the Governor's budget by focusing on its implications for Sacramento City Unified School District, went over the Local Control Funding Formula (LCFF), discussed unresolved issues, and covered next steps and closing thoughts.

Public Comment:

Darlene Anderson said that the reason her three children were successful in the public school system is because she was involved. She said that many parents do not understand how the system works. She would like the Board to change things so that it is easier for families to understand. She feels that it has to be the governing board that sets the standard.

Board Member Comment:

Second Vice President Ryan thanked Ms. Anderson for her continued participation and her commitment to not only her own children, but to all children in the District. She asked Mr. Castillo a question about the proposed preschool/early childhood education block grant. She noted that in the proposed consolidation of the State preschool programs to transitional Kindergarten and preschool quality ratings that there are no details in the proposal. She also noted that the current governor makes policy through the budget process. In light of that, she encouraged the District to look at how we can shape the proposal. The Department of Finance is looking for voices on how best to do this. If this is something that can help us expedite this work, it would be a missed opportunity if we did not utilize our expertise to weigh in. Mr. Castillo said we will and that from our perspective the funding source for this program is very cumbersome and complicated. There are a lot of standards requirements. Second Vice President Ryan said that she appreciates the complexity, but that it is our obligation to our students to figure out a way to navigate it. Beyond that, there is an opportunity to provide feedback on where we feel the additional level of hurdle is that prevents students with the highest needs from accessing these programs.

Member Rodriguez referred to slide 5 of the presentation. She asked for clarification that as of 2016-17 we are not going to receive any additional funding other than for COLAs. Mr. Castillo said no, this slide is a continuation of the previous slide. The governor is proposing that after gap funding for LCFF is covered we will go back to the normal COLAs that we had before. The point is that we have had to make reductions in the past because the COLA was not enough to cover on-going costs. This is for 2018-19 when the tax expires. Member Rodriguez said that we need to make sure that we are planning for the future regarding one-time funds. She is glad that Mr. Castillo covered the expiration of the temporary tax in the presentation. Member Rodriguez discussed the deep cuts that had to be made in the last economic downturn. She then turned to slide 10 and asked if we are saying there is no proposal for a school-wide school facilities bond program. Mr. Castillo replied yes, that the governor did not endorse its approval. There might be one, but not from the governor's perspective. Ms. Allen said that the Coalition for Adequate School Housing and the Building Industry Association have partnered; through the initiative process they have a nine billion dollar bond on the November ballot. This will not change regardless of the governor's actions. He has talked about working with the legislature to get a smaller bond on the June ballot, but also wants some significant program changes, as do those in the facilities community. This kind of process takes a long time, and time is running out to get something on the June ballot. Therefore, the cash bond will go forward, and there may be

something on the June ballot, but we are moving forward with the nine billion dollar bond in November. It will be under the existing program guidelines that are in place today. Member Rodriguez then asked what it means for our District if there is no new funding to address the increased employer contributions to CalSTRS and CalPERS. Mr. Castillo answered that the retirement costs that we pay will almost double. The employer portion will increase by about two percent every year. Member Rodriguez asked if our contribution is just an estimate. Mr. Castillo said that it is more than 10 million dollars; by 2020 it will be approximately 20 percent or 20 million dollars. Member Rodriguez asked if we are currently able to cover this. Mr. Castillo said that we have to, as this is like a tax to be paid. A concern is that the funding we have become used to over the last few years will stop, while this expense will still be an obligation. Member Rodriguez then asked about discretionary use of one-time funds. The governor is encouraging use of one-time funds for content standards implementation, technology, professional development, and induction programs. She asked if we could use one-time funds for recruitment and as a payment toward the unfunded liability. Mr. Castillo said that we can use it for those things. Member Rodriguez then asked about slide 14 where we talk about covering counselors with general fund, unrestricted money. She asked if this is a direct result of parent and community request through the LCAP. Mr. Castillo said that the counselors have been increased, but the part in question is to cover counselors that the schools had been covering with their own categorical funds. Now that the general fund will cover, the schools will be able to use their categorical funds for other purposes.

Vice President Hansen said that the governor has asked that the state legislature and local government be responsible with the budget, and he echoed the request. Although our budget notes that there will be COLAs, we know that at some point COLAs will stop. We will however still be responsible to pay the normal increases. The increase in the CalSTRS will be gigantic. Some is paid by the State and some by the teachers, but the vast majority is paid by the District through the general fund. Health care costs for all employees are growing also. He is asked about fiscal responsibility more than anything else by members of the community. He noted that only one of three families living in the District area have children in the schools. We have a community that highly values public education, and we have to stay fiscally responsible in order to have continued support. Having said that, we have to pay our staff the most that we can; we have to be competitive, but we have to do it in a way that allows us to keep the promises that we have made. Vice President Hansen spoke about our unfunded liabilities and the fact that the State Supreme Court has allowed districts to break their obligation for health care benefits. He also spoke about the current Board's responsibility to make better decisions than those made in the past and told Mr. Castillo that it is critical that the Board get continuing presentations from him.

President Pritchett thanked Mr. Castillo for always giving his expertise and keeping the Board abreast of budget issues.

9.3 Monthly Facilities Update (Cathy Allen)

Information

Chief Operations Officer Cathy Allen gave the monthly facilities update presentation, which was a Measure Q and Measure R Bond Update. Cathy Dominico, a principal with the firm Capitol Public Finance Group, joined her. Expenditures were divided into completed, in progress, and future projects. The presentation was focused less on bond issuance this time and more on the projects themselves. This is because there is not a large bond issuance planned for this year.

Public Comment:

None

Board Member Comment:

Second Vice President Ryan is dismayed to see the disproportionate spending across areas. She notes that her area, Area 7, received the least amount of money in both money spent and projected spending. She asked how funds are prioritized across trustee areas and school sites.

Ms. Allen said that the only funds that are dedicated to specific school sites are the core academic renovation dollars. The nine sites that were identified in the bond language had a need of \$336 million dollars. At the beginning of the bond allocation, we prorated down to \$122 million, so not all sites were allocated an equal amount due to differing needs identified. If a core academic school started out needing \$20, and another started out needing \$18, everything was adjusted down accordingly. Every site was adjusted down by the same percentage, in other words, to get us to the \$122 million. The bigger pot would be the deferred maintenance program. We have a five year deferred maintenance plan which is no longer a requirement of the State. We do, however, keep the document up to date. It shows what the five year deferred maintenance needs are District-wide, not by trustee area, but by categories originally identified by the State. Our current deferred maintenance needs total \$80 million dollars. The plan projects show needs through 2021 and is truly an unbiased look at the District as a whole based on the buildings themselves and needed maintenance. The bulk is derived from the deferred maintenance plan; we go back and look at the Sustainable Facilities Master Plan to make sure that we are not missing something that was in the master plan and not picked up in the deferred maintenance plan. Emergency Repair Program (ERP) money is not included in the presentation; tonight we are looking at just bond money. Area 7 got the most ERP money. Second Vice President Ryan asked what the process is for putting in work orders; it seems there are some schools that are more on top of submitting them. Ms. Allen said that there is a big difference in the funding source. Work orders tend to pay out of the general fund, and cover general maintenance. Deferred maintenance projects, on the other hand, are bigger and much costlier. She also described how general maintenance projects are prioritized. Having said that, Ms. Allen stated that for summer projects they do look at trustee area. However, the neediest school from a child perspective may not be the neediest school from a facilities perspective. Member Ryan asked, regarding the program enhancement projects that were not originally slated, specifically Washington, William Land, and Theodore Judah Elementary schools, how those projects came to be and how was the monetary amount determined. Ms. Allen replied that Theodore Judah Elementary School was originally scheduled at about \$6 million and that the project was begun by former Board Member Jeff Cuneo. When Washington Elementary School was closed, the two receiving school sites were William Land and Theodore Judah Elementary Schools. Through the change in attendance, some growth in the area, and with McKinley Village coming on-line, we were going to bring a two-story modular from Freeport to Theodore Judah Elementary School. However their community got very involved, and they have a local architect that is very much involved with the school who offered to try and design something that would be more palatable to the community. Second Vice President Ryan asked, regarding Washington Elementary School, was the allocation made before it was decided to reopen the school. Ms. Allen answered that the decision was made by the Board in August to reopen Washington Elementary School and then they started to assign a dollar amount to it. Second Vice President Ryan said that she appreciates the complexity of these issues and how there is a formula for allocating funds, but as we are looking at a \$6 million enhancement at Theodore Judah Elementary School and a \$4 million enhancement to Washington Elementary School, this comes at the same time as she is having to call about a lack of fencing and resulting safety issues. It is very telling to her, irrespective of how we allocate our resources, that these conditions continue to persist while \$3 million dollar allocations in more affluent and mobilized areas move forward. She wishes that she had constituents present tonight to speak to the matter as she knows it will be a continued conversation in her area.

Member Rodriguez is looking at this as a point of inequity, and feels that four other Board members probably are as well. She is dismayed, concerned, and disappointed about how the funds were distributed. Regarding the core academic renovations at nine schools, where the bulk of the money is supposed to be, she agreed on Measures Q and R because most on the list were high schools and junior high schools that were in need. She gave support despite the fact that only one of her schools was listed and with the expectation that things would go as planned. Now she sees a deviation to the plan in the amount of \$15.4 million dollars. Member Rodriguez explained how she came to this amount. She asked how much was saved when the schools were closed. Mr. Castillo said that the estimated amount was between \$300,000 to \$400,000 per school, or \$2.1 million dollars per year. She asks how we could close seven schools to save \$2 million dollars and then have new construction in the amount of \$7 million dollars at a site because they do not want a used building. She finds this inequitable.

Member Cochrane thanked Ms. Allen and Ms. Dominico for a clear presentation and for all of the projects listed that have been completed and completed well. She had Ms. Allen put a document on the overhead projector. She agrees with Members Rodriguez and Ryan regarding equity, but gave some clarification on the Theodore Judah Elementary School project. Because of class size reduction and increased population due to school closures there was a need for more space. The project initially involved a portable, and, yes, the community had an opportunity to look at a stick-built building by an architect who made a very good plan. There was, however, rationale behind it, and the costs being quoted by the Board members are not accurate. The cost is higher than \$4 million; additionally, her predecessor locked the developer fees into Theodore Judah Elementary School. The school requested that the developer fees go toward an original stick-built building. Therefore fees went to part of the building. We also got a contribution from the developer, and we are using almost \$50,000 in Project Green funds. The school's parent group has promised \$55,000 as well. They will probably raise \$100,000. The overall extra costs of the building are not what are being quoted tonight; the original cost was \$3.3 million. In an attempt to understand she asked if a bond is for an entire district, why in Measure R did we put in specifically for a central kitchen? And why in Measure Q did we have a list of schools and additionally "and as needed"? It invites problems when there is specificity in a bond along with an escape hatch where a Board member can listen to a constituency and then ask for something to be done or built or fixed. Unfortunately we are divided into areas and have Board members that work with City and County government to push individual projects. Member Cochrane said she was in complete support of the stick-built building at Theodore Judah Elementary School, and every Board member voted for it except for Member Rodriguez. It was presented, as it truly was, as a benefit to the District and the direction we probably should go with the rest of our schools. Having said that, if we are doing mysterious bond writing where we are adding specific projects and having trap doors that people can go through, why are we not writing bonds that specifically benefit areas in need? There is a side of the District that provides a lower quality education and has buildings that need help. There are a lot of reasons for this, but Member Cochrane feels that the Board can be creative and try to solve this as a Board.

President Pritchett said she is happy that the District has done a good job of fixing things that needed to be fixed. She realizes that projects need to be prioritized in terms of safety, but questioned items such as installing a marquee. Ms. Allen said that is an item the schools can choose; sites were given a list of eligible bond expenditures that could be completed quickly, roughly worth \$25,000 for each school, and 19 picked marquees. Some other items on this list were painting, fencing, security cameras, and landscaping. President Pritchett thanked Ms. Allen and Ms. Dominico for meeting with Board members and with her to explain the matter. She asked that a Board communication be sent with details about Measure I that shows what the percentages were and how funds were split. She thanked Member Rodriguez for bringing up the closed school savings. She also noted that when the bond was passed it was said that some money would be allocated for the closed schools. She asked where that money went when the schools were closed. Ms. Allen said that she was not here when the language was written, but in the five year plan upgrades were scheduled. She gave an example of C. P. Huntington, bathrooms and a new roof were in the plan for 2021. If the

bathrooms in the building are not being used by that time, they will not be fixed, but if the roof needs fixing, it will be fixed as it is still our asset. Ms. Allen said we are not ignoring our closed schools and are spending money on them from a maintenance perspective. Barry Eypak said that if a scheduled job at a closed site is not completed, the funds go back into the pot to be spent on another school. President Pritchett said that ongoing communication is key. She requested that any Board member asking for special projects go to Ms. Allen to have a conversation about what school in their area that has need might be able to utilize such money.

Member Arroyo said that this is a difficult topic and sparks the idea of trustee area versus trustee area. Currently there are seven Board members that are truly from different neighborhoods. Before he came to the Board, five or six came from a single neighborhood. Therefore, he feels it is a positive thing to have diversity from different communities. Refining the process of allocating funds can be done, and he feels this is an opportunity for different areas to have an advocate fight for them to ensure that each community gets a fair share of the resources. On the other hand, the matter needs to be balanced on the District-wide perspective also. There are other criteria that give some jobs priority over others. He feels what needs to be taken away from this discussion moving forward is that it advances the dialogue for changing the culture of how we think about using District resources. There is room to talk about how we move forward with the allocation of resources, setting up policy, and clarity and transparency, but he does not want the Board to be locked into always thinking of trustee areas only. There may be unforeseen needs that will call for an area to require more resources. He said each Board member does bring to the table a needed and welcome voice for each community, but moving forward there has to be a balance between meeting community needs and meeting needs of the entire District as well. He would like Ms. Allen to work with the Board to set up a process by which these conversations become less difficult. Ms. Allen said that the Board has actually seen this data all along, but this is the first time they have shown it graphically with totals. She noted that a great amount of work, over 200 projects, have been completed or are in progress in over just two years. Member Arroyo congratulated the Superintendent and staff in taking the bold step to present this.

Member Cochrane thanked Member Arroyo for his comments. She asked if some of the bond monies are not specifically allocated. For example, Measure R focused on nutrition, but there has been no land acquisition yet for a central kitchen. She asked if, for projects that are vaguely earmarked, funds can be moved to areas with more needs. Ms. Allen spoke about how project estimated costs change over time and gave a specific example of the central kitchen. She said if we ended up not building a central kitchen, we would have to answer to that the next time we look at having a bond approved. We could also identify projects that could be paid for out of Measure R, decide how to prioritize those projects, and postpone the central kitchen. Ms. Dominico said it also depends on what those projects are as there is a limited amount of Measure R authorization.

Member Rodriguez thanked Member Cochrane for bringing up the central kitchen. She is against the central kitchen, but thinks the Board can be creative with the options available. She would really like to see Hiram Johnson High School have a much needed track. She is willing to have a conversation about using existing land rather than buying something new. Ms. Allen said that we do look at that and have evaluated existing inventory, and there are options, but not as good as what has been discussed earlier. Ms. Rodriguez said she feels using existing land would be a more prudent thing for us to do.

Second Vice President Ryan commented that, while she was not here for much of the politics and process over the central kitchen to date, she is hearing from constituents who voted for the measure because of a promise of a central kitchen and what that would mean for low-income students in the District. Many of the same people we applauded earlier tonight who are partners on the Floyd Farm project are the same individuals she is working hand in hand with to craft a school wellness policy and to look at how we move the central kitchen vision forward. She absolutely feels that the conversation has to happen quickly around

how we use space and where we buy. But just because we have \$40 million dollars available and have not moved on the central kitchen to date does not mean that she is in any way in support of abandoning that dream.

Superintendent Banda thanked Ms. Allen and Ms. Dominico for their comprehensive and honest presentation. While there is still equity work ahead of us that he does not have an answer to at this point, there can be discussions around it. The Board should be very proud of the work that has gone on; we requested that our voters support this bond and made a case that stated we have \$2 billion dollars in need. What we have been able to do with this money is not close to \$2 billion dollars, but we have been able to make a lot of headway. We want to continue to make sure that we address the issues, prioritizing them to say that these are the ones that are health and safety related, etc., but as we go along we can, as Member Rodriguez noted, be very creative and innovative so we can stretch our dollars to impact more schools and projects down the road.

President Pritchett again thanked the presenters for meeting with Board members to keep them updated.

*9.4 Update of 2016 Board Committees and Committee Assignments
(Christina Pritchett)*

Conference

President Pritchett announced the following Board committees and assignments for 2016:

Facilities Committee: Vice President Hansen (Chair), President Pritchett, and Member Arroyo

Budget Committee: Member Rodriguez (Chair), President Pritchett, and Vice President Hansen

Policy Committee: Second Vice President Ryan (Chair), Member Arroyo, and Member Woo

Governance Committee: Member Rodriguez (Chair), President Pritchett, and Member Arroyo

Superintendent Evaluation Committee: President Pritchett (Chair), Member Rodriguez, and Member Ryan

President Pritchett then announced the following Board representatives to District Committees:

Sacramento Council of PTAs – Second Vice President Ryan

District English Language Advisory Committee – Ellen Cochrane

Student Advisory Committee – Second Vice President Ryan

Parent Teacher Home Visit Project, Sacramento – Second Vice President Ryan

Parent Teacher Home Visit Project, National – President Pritchett

CSBA – Vice President Hansen and Member Cochrane

Council of Great City Schools – Member Woo

Public Comment:

None

Board Member Comment:

None

10.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

10.1 Business and Financial Information:

- *Purchase Order Board Report for the Period of November 15, 2015 through December 14, 2015*
- *Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for November 1, 2015, through December 31, 2015*

10.2 Head Start/Early Head Start Report

The Board received the Head Start/Early Head Start Reports

11.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *February 4, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *February 18, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

12.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting; a motion was made by student member Elizabeth Barry and seconded by Member Rodriguez. The motion was passed unanimously, and the meeting adjourned at 10:04 p.m.

José L. Banda, Superintendent and Board Secretary

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1

Meeting Date: February 18, 2016

Subject: Approve Real Estate Advisory Proposals for Three Sites

- 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: Provide staff direction as to next steps related to the disposition of identified sites. Staff requests direction on each site individually.

Background/Rationale: The Sacramento City Unified School District (District) has identified three real property assets owned by the District being considered for either utilization or disposition.

The District retained Overland, Pacific and Cutler, Inc. (OPC) to assist in analyzing the challenges and opportunities associated with the potential utilization (lease, joint occupancy, or joint use) or disposition of the properties, arrive at an opinion of lease fee and fee simple value, and develop a process for the potential utilization or disposition(s) of the real property assets. This analysis is being provided to assist the District in making sound real estate decisions. The properties are as follows: 1619 N Street, 2718 G Street, and 2401 Florin Road.

Financial Considerations: TBD

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

Documents Attached:

1. Executive Summary
2. Real Property Analysis and Strategy Preliminary Report

Estimated Time of Presentation: 15 minute presentation

Submitted by: José L. Banda, Superintendent
Cathy Allen, Chief Operations Officer

Approved by: José L. Banda

Board of Education Executive Summary

Facilities Support Services

Approve Real Estate Advisory Proposals for Three Sites
February 18, 2016



I. OVERVIEW / HISTORY

The Sacramento City Unified School District (District) has identified three real property assets owned by the District being considered for either utilization or disposition.

The District retained Overland, Pacific and Cutler, Inc. (OPC) to assist in analyzing the challenges and opportunities associated with the potential utilization (lease, joint occupancy, or joint use) or disposition of the properties, arrive at an opinion of lease fee and fee simple value, and develop a process for the potential utilization or disposition(s) of the real property assets. This analysis is being provided to assist the District in making sound real estate decisions. The properties are as follows: 1619 N Street, 2718 G Street, and 2401 Florin Road.

II. DRIVING GOVERNANCE

Education Code §17464, 17482, 17536, 17466; Government Code 54220

III. BUDGET

TBD

IV. GOALS, OBJECTIVES, AND MEASURES

Staff to receive direction from the Board regarding next steps in the disposition of identified sites.

V. MAJOR INITIATIVES

N/A

VI. RESULTS

Board to understand the various options available for the disposition of under-utilized or surplus sites and provide direction to staff to proceed.

Board of Education Executive Summary

Facilities Support Services

Approve Real Estate Advisory Proposals for Three Sites
February 18, 2016



VII. NEXT STEPS

Proceed with Board recommendation.

**Real Property Analysis and Strategy
Preliminary Report
Three District Owned Parcels**

For

Sacramento City Unified School District

By



Oakland and Sacramento, CA

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INTRODUCTION

The Sacramento City Unified School District (District) has identified three real property assets owned in fee being considered for either utilization or disposition. These assets are described in detail in Section C of this report.

The District retained Overland, Pacific and Cutler, Inc. (OPC) to assist in analyzing the challenges and opportunities associated with the potential utilization (lease, joint occupancy, or joint use) or disposition of the properties, arrive at an opinion of lease fee and fee simple value, and provide input on a process for the potential utilization or disposition(s) of the real property assets. This analysis is required to assist the District in making sound real estate decisions.

OPC's process to develop this Preliminary Study began with developing a refined scope of work for the District's Chief Operations Officer (COO). OPC's refined scope included:

1. Analyzing the differences in regulatory requirements for utilization of a parcel versus disposition.
2. Collected and reviewing available data on the parcels.
3. Conducted multiple site visits to get a better understanding of the existing conditions of the parcels and their contextual surroundings.
4. Conferred with local real estate professionals to learn more about area market dynamics.
5. Reviewed the existing District real estate disposition policies and research other California local public agency real estate disposition policies, processes and resulting projects.
6. Reviewed applicable regulations to determine regulatory constraints.
7. Reviewed public records such as the Sacramento Zoning Code and Historical and Cultural Resources Survey.
8. Researched sales and listings transactions to derive an opinion of value for each site.

Depending on the actions taken by District's Board of Education and the direction given under those actions, OPC may take a deeper dive into certain areas within this report to develop more robust ideas and create specific steps to move forward and take additional actions. Any additional direction will add content to future iterations of this Study to help guide the District.

This report provides the following information to inform and advise the District’s Board of Education (Board), their Executive leadership, and the ad hoc Committee formed to assist in deriving recommendations to the Board.

A. REGULATORY REQUIREMENTS: SCHOOL PROPERTY USE & DISPOSITION

Defining Surplus Real Property

Surplus Real Property defined under the Ed Code is “any real property, together with any personal property located thereon, belonging to the district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession.”

AB-2135

AB-2135, effective January 1, 2015, amended the California Government Code 54220-54223. AB-2135 prescribes procedures for the sale or disposition of surplus land by California local agencies including school districts offering the property for the purposes of developing housing affordable to lower income households. Specifically 54222 of the Government Code requires the public agency to send a written offer to sell or lease property to local public entities such as the housing authority within the jurisdiction the parcel is located. Housing Sponsors as defined under Section 50074 of the California Health and Safety Code shall also be sent an offer upon their request. AB-2135 does not require the District to sell or lease property to either a public entity such as a housing authority or a housing sponsor for less than Fair Market Value (FMV).

Naylor Act (17485 - 17500 of the Ed. Code)

Certain methods to either utilize or dispose of surplus property are subject to the Naylor Act. The Naylor Act generally applies to any school site that is either leased or sold. However, the intent of the Naylor Act is to preserve real property for play grounds, fields and recreational uses. The governing board would have to determine the subject site had been utilized for those purposes.

Property Utilization

The Ed. Code provides the District the ability to continue “utilizing” properties that it has determined are not needed by the District for school classroom buildings. Means to utilize the property in a way that better leverages them include Leasing them to other entities, or entering into Joint Occupancy or Joint Use agreements for the properties. Below these three alternative transaction methods are described.

Lease

Per 17455 of the Ed Code, a lease not exceeding 99 years may be entered into. Per 17388 of the Ed Code, prior to the lease of surplus property, the governing body of the school district is required to appoint a District Advisory Committee (sometimes referred to a 7/11 committee) to advise the governing board in the development of district-wide policies and procedures governing the use (or disposition) of school building or space in school buildings which are not needed for school purposes.

Unless the lease agreement contains a purchase option, no public entities are entitled to priority in accordance with 17464 of the Ed. Code. Lease transactions may be subject to the Naylor Act.

Proposed leases of District property may be subject to California Environmental Quality Act (CEQA) requirement. District is advised to confer with legal counsel prior to any actions.

Per 17466 of the Ed Code, the District must declare its intent to lease surplus property. The Board of Education in regular open session must adopt a resolution by a two-thirds vote of all members declaring its intention to lease the surplus property. The resolution must describe the property, the minimum lease amount and the terms upon which the property will be leased. The resolution must also fix a time not less than 3 weeks to receive bids.

Per 17442 of the Ed Code at the time and place fixed in the resolution for the Board of Educations meeting, all sealed proposals received, in public session, shall be opened, examined, and declared. Those proposals submitted which conform to all terms and conditions specified in the resolution of intent to lease and which are made by responsible bidders, after deducting any commissions to be paid the highest bid shall be selected. A higher oral bid may be accepted at the meeting. An oral bid that exceeds the written bid by at least 5% cannot be finally accepted until it is received in writing. All bids may also be rejected (Ed. Code 17476). Final acceptance of a bid may occur at the meeting or at an adjourned session of the same meeting held within 10 days (Ed Code 17475).

It is recommended that a formal resolution accepting the successful bid be adopted that provides the terms, amount of the lease, and authorizations to execute a lease agreement.

Joint Occupancy

Per Ed Code 17515-17526, a district is allowed to enter into a lease with ANY person or entity for a period of 66 years. The agreement must include the following:

- 1) The contracting party must construct or provide for the construction of building(s) which will be jointly occupied by both parties.
- 2) Title to that portion of the building to be occupied by the private party remain the exclusive personal property of the private party.
- 3) Title to that portion of the building to be occupied by the district shall vest in the district upon completion and acceptance by the district.
- 4) No rental fee or other charges for the use of the building shall be paid by the district. And,
- 5) Require lessee to either post a performance bond or irrevocable letter of credit.

The governing board must adopt a resolution declaring its intent to consider proposals. The resolution must contain the following:

- 1) Description of the proposed site.
- 2) Intended use of that portion to be occupied by the district.
- 3) 90-days to receive and consider all plans and proposal submitted.

Per 17522 of the Ed. Code the adopted resolution must be published at least once a week for 3 weeks in a newspaper of general circulation. When considering a Joint Occupancy proposal or plan, the District may accept the proposal that best meets the needs of the district and enter into a contract incorporating the approved plan or proposal.

Joint use

Ed. Code 17527-17535 authorizes a district to enter into agreements to make vacant classrooms or other space in operating school buildings available for rent or lease. Any lessee is eligible except for private schools offering K-12 education. First priority must be given to educational agencies conducting special education programs and second priority to other educational agencies.

Conditions of a Joint Use Agreement are as follows:

- 1) Must comply with competitive leasing provisions of Ed. Code 17455.
- 2) Will not interfere with educational programs or activities, unduly disrupt the residents in the surrounding neighborhood, or jeopardize safety of child or school.
- 3) Space limitations provisions in the Ed. Code are not a concern given the three properties in question are vacant and not used as classroom space.
- 4) Duration may not exceed 5 years, unless capital outlay improvements are made on the school property for park or recreation purposes by public entities and non-profit corporations.
- 5) The rental or lease rate may not be less than FMV for comparable facilities, except if rented to public entities.

Disposition of Surplus Real Property

Sale

The first challenge to navigate in the real estate asset disposition process is to satisfy the requirements of the Sections 17387-17391 and 17455-17484 of the Ed Code apply to the District. In addition certain sections of the California Government Code also apply.

In order to comply with Ed Code Section 17387 the District must identify surplus property and convene a committee to develop a District wide policy on the use of the surplus real estate. In order to comply with Ed Code 17466 the District must declare its intent to sell the property to the general public and the Board must declare its intent to sell in a resolution.

The primary constraint to the entire disposition process via sale of an asset is Section 17464. The District shall follow the following priorities and procedures when offering a property for sale:

- (a) First, any interested Charter School for purposes of providing direct instruction or instructional support. NOTE: The charter school would have 60 days to respond to the offer. This requirement is only in effect until June 30, 2016, which may be extended by legislation.
- (b) Second, park or recreational purposes.
- (c) Third, offered at Fair Market Value in,
 - 1) Writing to the University of California and California State University systems, City of Sacramento, County of Sacramento, Sacramento Housing Authority, and any public entity that has previously submitted a written request to the District to be notified of the offer to sell or lease the property.
 - 2) By public notice to any public district, public authority, public agency, public corporation, or any other political subdivision of the State of California, the federal government, and to nonprofit charitable corporations. Public notice to run in the Sacramento Bee.
- (d) Public notice shall be run for three consecutive weeks. Written notice shall be mailed the parties described in (a), (b), and (c) above no later than the date of second public notification.
- (e) The entity desiring to purchase or lease the property shall, within 60 days after the third publication date notify the District with its letter of intent to purchase or lease. If the District and the entity do not reach an agreement on price during a 60-day period, the property may be disposed of in accordance with the Ed Code.

Per a summary prepared by Lozano and Smith each group stated above shall have 60 days each to negotiate with the District. The District should seek a legal opinion to determine if all entities stated above are noticed concurrently, and no offers are received, if this approach would satisfy Ed Code Section 17464.

In accordance with Education Code Section 17466, the District may ultimately sell the parcels to the highest bidder. Bids cannot be opened any sooner than three weeks after the Board of Education adopts a resolution of intent to sell or lease the property.

Unless alternatives are decided upon that provide relief, only after these requirements are satisfied can the District negotiate freely with parties that are not another California Public Agency or a party serving a public interest.

Exchange

School districts are authorized to exchange any of their real property for the real property of another person or private entity (Ed. Code 17536-17538).

The exchange may be on the terms and conditions agreed to by the parties. And an exchange may be entered into without complying with any other provisions of the Ed. Code.

However, the governing board must adopt a resolution of intent to exchange the property. The resolution must identify the terms and conditions which the properties will be exchanged excluding the price.

B. UTILIZATION AND DISPOSITION ALTERNATIVES ANALYSIS

As described above there are five alternatives available to the District to engage with other parties to utilize or acquire the District's assets. Each has positive attributes and challenges.

Table 1 below briefly describes the positive attributes and challenges for each alternative as well as the work required to achieve each. This table can be expanded upon and used as a risk matrix to more thoroughly analyze risk associated with each option to provide the more Board with more information prior to making final decisions on each parcel.

Table 1: Alternatives Analysis

Alternative	Opportunities	Challenges	Additional Work Required for Alternative
Lease	Permits District to receive revenue, retains the property for future use at expiration of lease term, and does not require that public entities receive priority if no purchase option is included. Ability to share or transfer some risks associated with structural issues to other user.	The District would be required to undergo a formal bid solicitation process, consider higher oral bids prior to final acceptance of the highest bid, and would have to initiate and complete the CEQA process. Limited to 99 year lease term.	1) Adopt resolution to go out for bid; 2) Prepare solicitation documents; 3) Have properties appraised to determine FMV; and 4) Convene board meeting to select proposal or plan.
Joint Occupancy	Permits District to receive revenue, select the project they prefer, have facilities constructed to meet other District needs, retain property for future use at expiration of lease term, and does not require that public entities receive priority if no purchase option is included. Ability to transfer some risks associated with structural issues to other user. Entitlement risk transferred to lessee.	The District would be required to undergo a formal solicitation process, identify a use for educational or district use purposes achievable within the proposed project. Limited to 66 year lease term. May not find right partnership.	1) Determine the types of use it may want to have jointly occupying a property; 2) Adopt resolution to request proposals; 3) Prepare solicitation documents; 4) Have properties appraised to determine FMV; 5) Convene board meeting to select proposal or plan.
Joint Use	Permits District to receive revenue, opportunity to likely enter into shorter term agreement than lease or Joint Occupancy, and retain property for other types of transactions at expiration of lease term. Ability to share or transfer some risks associated with structural issues to other user.	Limited to recreational or educational users, must give priority to educational agencies. Limited to 5 year term unless improvements constructed by the user. Would need to determine another use. May not find right partnership.	1) Determine the types of use it may want to have jointly using a property; 2) Adopt resolution to request proposals; 3) Prepare solicitation documents; 4) Have properties appraised to determine FMV; 5) Convene board meeting to select proposal or plan.
Sale	Generate cash for other uses, dispose of parcels and associated costs and liabilities inherent with ownership.	Must give organizations not required to pay FMV priority.	1) Adopt resolution to go out for offers; 2) Prepare solicitation documents; 3) Have properties appraised to determine FMV; 4) Convene board meeting to select offer.
Exchange	Acquire parcel better suited for other facility needs. Possibility to receive some cash considerations if parcels received through an exchange are worth less than the parcels District exchanges.	Finding best exchange partner.	1) Adopt resolution to offer for exchange; 2) Prepare solicitation documents; 3) Have properties appraised to determine FMV; 4) Assess suitability of exchanged parcel(s); and 5) Convene board meeting to select offer.

C. REVIEW OF OTHER CURRENT PROJECTS AND DISPOSITIONS

OPC has researched various approaches school districts have utilized to capture the value of surplus and under-utilized parcels and improved properties. Districts across the country have engaged in the sale or lease of obsolete surplus properties. Based on OPC's research the majority of projects are for site redevelopment and or adaptive re-use of properties for housing (both market rate and affordable housing) and commercial uses solely for the use by the development entities. In most transactions the districts have not retained opportunities for joint operations or occupancy or entered into partnerships.

Overview of Examples Outside of California

In some cases such as in Albuquerque, NM a single former school site has been the catalyst to revitalize downtown areas, add new and unique commercial assets to neighborhoods such as what the McMenamins organization has done in Oregon and Washington, and created numerous new development opportunities through a structured program including on-line, auction style bidding, such as what the Kansas City Public School System has done. However, none of these examples were subject to the onerous regulatory climate present in California, which can be viewed as restrictive and difficult to navigate successful transactions through.

Overview of Examples in California

Two large school districts in California have or are in the process of developing Joint Occupancy projects; Los Angeles Unified School District (LAUSD) and San Diego Unified School District (SDUSD). OPC spoke with representative from both districts. Below is a synopsis of those conversations.

LAUSD

In 2008 LAUSD elected to solicit proposals for sites in Gardena, Hollywood and a site near the University of Southern California in Los Angeles County. LAUSD received proposals to develop low-income and work force housing on the sites. The developers were required to acquire all necessary entitlements and financing for the projects. The District received ground lease income and was able to reserve housing units for their teachers and staff and parking as their joint occupancy uses.

LAUSD's advise and lessons learned include the following:

1. Board of Education should adopt a policy to develop specific uses on underutilized parcels under joint occupancy agreements that cannot be developed with bond funds such as administrative space, training facilities, clinic spaces, law enforcement uses, or work force housing.
2. Avoid simply doing long-term leases for purposes not consistent with policy stated above.

Additional ideas gained from the conversation with LAUSD include conducting internal brainstorming sessions with District staff to derive ideas for potential JO opportunities.

LAUSD indicated a desire to form a working group with other school districts to share ideas and collect lessons learned.

SDUSD

The most recent example that presents the best comparable for the District to examine is the San Diego Unified School District (SDUSD) recent ventures into Joint Occupancy. After many years, and much criticism, of the SDUSD selling off assets, SDUSD has elected to go out for proposals for Joint Occupancy versus dispositions. In previous dispositions, although not Joint Occupancy, some assets are being developed as affordable housing with added community benefits such as learning labs. On August 1, 2014 SDUSD published a request for proposal (RFP) for Joint Occupancy proposals for five properties ranging from 4.39 to 15.47 acres including two active elementary schools, bus yards and administrative uses.

Under the solicitation process SDUSD held a mandatory pre-proposal conference, an initial qualification and interest period, a community engagement process, and ultimately final acceptance of proposals. SDUSD developed a list of pre-qualified parties, short listed development teams, and required developers to attend community meetings at the sites they were interested in proposing for. The RFP process spanned approximately seven months.

From the 5 parcels offered, one Joint Occupancy Agreement is known to have been entered into between SDUSD and a private entity. The deal involves a 6.72 acre site

that will be developed for over 200 apartment units with some affordable units being targeted for priority occupancy by teachers through affirmative marketing efforts. The agreement would provide the SDUSD with an initial lump sum cash payment, a 66 year lease subject to consumer price index adjustments to set lease payments, and a district facility referred to as a “STEM” lab geared towards science, engineering and other highly valued learning pursuits for the district’s students.

Lessons learned by SDUSD include:

1. Pick joint occupancy development programs that will comply with existing zoning and make economic sense.
2. Engage planning groups early and often to vet potential proposals, but be willing to disagree with ideas they may have.
3. Engage the board members where the sites are located to ensure their support.
4. Acquire title reports, environmental site assessments, and other due diligence materials and documents to ensure the site conditions are adequately known, and put the District in a position to advise potential partners of site constraints.

SDUSD was very open about their experiences and has an interest in continuing to share their experiences and learn from other districts.

Other Districts

OPC has spoken with Napa Valley Unified School Districts (NVUSD). Although no joint occupancy pursuits have occurred in recent years, NVUSD is underway with a 7/11 Committee process to identify sites for future school development as well as the development of teacher housing. NVUSD is early in their process and has an interest in sharing and learning from the District.

D. HIGHEST AND BEST USE AND OPINION OF VALUE

In accordance with the Sacramento Unified School District's Project scope, OPC prepared estimated leased fee and fee simple values of the three subject properties.

For the preparation of the estimate, OPC reviewed market values of recent sale and lease transactions and comparable properties currently listed for sale. OPC also reviewed available appraisal reports previously prepared and made various assumptions. These assumptions, along with the methodology applied for estimating the subject parcels are as follows:

Leased Fee

Assumptions

- Assume existing structures are demolished and cleared;
- Assume the lease is for the entire parcel;
- Factors considered and adjustments made in determining unit values were based on: location, accessibility, zoning, development potential, size, and year sold; and
- Reasonable rates of return on ground leases range from 7-10% of land value for long term leases. A 10% rate is assumed for this estimate.

Methodology

The estimated unit costs were derived from a market analysis of comparable sales, current listings and lease data in the surrounding area. Some of the elements of comparability include general location, accessibility, zoning and development potential. Based on the market information compiled, general per square foot values for the different property types and land uses were developed. These values were then adjusted and applied to the estimate for each subject parcel.

Table 2 below provides the results of OPC's opinion of value. Bare land values were used for this estimate.

Table 2: Lease Fee Opinion of Value

ADDRESS	APN	Lot Size (Sq. Ft.)	Unit Value	Rate of Return	Annual Rent Per Sq. Ft	Annual Value of Ground Lease
1619 N Street	006-0174-016	51,401	\$30	10%	\$3.00	\$154,203.00
2718 G Street	003-0202-001	51,200	\$30	10%	\$3.00	\$153,600.00
2401 Florin Road	041-0073-025	294,901	\$7	10%	\$0.70	\$206,430.70

Fee Simple

Assumptions

- Highest and best use of the two historical sites (1619 N Street & 2718 G Street) are as vacant for future development. Unit values are based on the potential for development of mixed use commercial/multi-family residential units.
- The commercial parcel (2401 Florin Road) could both be sold as improved or as vacant for future development, estimates for both scenarios are provided.
- Factors considered and adjustments made in determining unit values were based on: location, accessibility, zoning, development potential, size, year sold

Methodology

The estimates were developed using the best information available. Office research and field inspections of the subject properties were conducted for the preparation of this report. Following are details pertaining to the research methodology.

The estimated unit costs were derived from a market analysis of comparable sales and listing data in the surrounding area. Some of the elements of comparability include general location, accessibility, zoning and development potential. Based on the market information compiled, we developed general per square foot values for the different property types and land uses. These values were then adjusted and applied to the estimate for each subject parcel.

Bare land values were used for estimating values of the sites as if vacant for future development. Additionally, demolition costs of the existing improvements were estimated and applied. Developed property values were also used for the commercially improved property (2401 Florin Road) and applied to the building square footage. Table 3 provides the fee simple opinion of value.

Additional Information

The estimate does not account for issues related to the sites’ historical status for 1619 N Street & 2718 G Street.

Table 3: Fee Simple Opinion of Value as Improved and Unimproved

ADDRESS	APN	Lot Size (Sq. Ft.)	Unit Value	Estimated Value As If Vacant	Demolition/Clearance of Existing Structures	Net Estimated Value	Comments
1619 N Street	006-0174-016	51,401	\$30	\$1,542,030	\$510,000	\$1,032,030	Estimated value is based on vacant land for development of mixed use commercial retail/office and multi-family residential units. Assume existing structures are demolished and cleared.
2718 G Street	003-0202-001	51,200	\$30	\$1,536,000	\$420,000	\$1,116,000	Estimated value is based on vacant land for development of mixed use commercial retail/office and multi-family residential units. Assume existing structures are demolished and cleared.
2401 Florin Road	041-0073-025	294,901	\$7	\$2,064,307	\$590,000	\$1,474,307	Estimated value is based on vacant land for commercial development.

ADDRESS	APN	Bldg Size (Sq. Ft.)	Lot Size (Sq. Ft.)	Unit Value	Estimated Value As Improved	Net Estimated Value	Comments
2401 Florin Road	041-0073-025	27,972		\$69	\$1,930,068	\$2,619,187	There are two components to this estimate. (1) The former auto dealership site, (2) the two vacant areas that can be sold separately for future development. The net estimated value is the combined total of the two.
2401 Florin Road	041-0073-025		98,446	\$7	\$689,119		

E. SITE SPECIFIC EXISTING CONDITIONS ANALYSIS

Existing conditions analysis is a critical first step in analyzing a property for future development. This section discusses important known site conditions that can be ascertained through site visits, District document review, and a public records search.

To make a final site specific judgement a developer will conduct market analysis, financial feasibility analysis and development due diligence on a site after they have analyzed the existing conditions in order to make a decision to go forward with a project.

OPC has used this section to arrive at its opinion of the preliminary development potential for each site, identify gaps in data that may be needed, and identify challenges of each site.

Each of the three sites has been analyzed in this section to fullest extent possible given time and information constraints. Conditions not analyzed include environmental hazards that could diminish the value of the site (this would be identified through a Phase I Environmental Site Assessment (ESA) and possible further analysis at a Phase II or Site Remediation Plan, if necessary), constructability analysis of the soils (gained from a geotechnical investigation), structural and materials issues with site improvements (gained from a physical needs estimate or structural analysis).

Such information and studies would assist the District to better understand the assets they have, their development potential, and risks associated with them. However, the

cost and time associated with obtaining such information outweighs the potential financial gain to the District and would be better suited for a prospective developer to obtain during a due diligence period. If the District were to enter into a complex real estate transaction such as a public private partnership, allowances for a detailed due diligence package would likely be needed in order to retain a private development partner.

1619 N Street (16th and N)

Parcel Size: The parcel is approximately 1.18 acres, or 51,404 square feet. The parcel is relatively small. However, in its urban infill environment, the site has great potential and value.

Present Use: The property is presently leased to Urban Core Integral, LLC for construction staging for the Eviva Apartment project. The construction use is temporary. A portion of the property is leased to Enterprise Rental for use as an overflow parking lot.

Zoning: The parcel is zoned R-5 (Multi-family Residential 70-150 units per acre). The zoning as later discussed lends itself to a range of residential development options. Development potential other than residential is limited without receiving extensive discretionary land use entitlements including a zone change.

Location and Neighboring Uses: 16th and N is in the core of downtown Sacramento. It is within an established mixed use neighborhood with a high amount of infill development and redevelopment occurring including new residential mid-rise construction. The site is also adjacent to State of California Administration buildings. The neighborhood is characterized by a mix of rental residential, neighborhood commercial (dry cleaners, salons), restaurants, bars and cafés.

Site Utilities Present: The site is served by all basic major wet and dry utilities needed for its current and zoned use. A developer would need to investigate whether or not upgrades may be needed. Urban infill sites frequently encounter decayed utility infrastructure. Such issues could diminish the value of the property during negotiations.

Historic Resources: The site is listed on the City of Sacramento's Register of Historic and Cultural Resources. Although the site's highest and best use is as a vacant development parcel, the demolition of the improvements would present significant

schedule risks to a project unless the structures were deemed to be a risk to health, life and safety requiring it to be demolished.

Environmental Constraints and Challenges: Potential environmental contamination hazards resulting from the past and current use are not known. The site's building improvement materials are believed to contain asbestos and lead based paint. There are 168 environmental hazards within one mile of the site according to homefacts.com including sixteen Brownfields sites, nine registered polluters, six Superfund sites, and 137 tank spills. Impacts of these issues on the site would be noted in a Phase I ESA.

2718 G Street (Old Marshall)

Parcel Size: 1.18 acres, or 51,401 square feet. The parcel is relatively small; however, in its urban infill environment the site has great potential and value.

Present Use: The property is presently vacant and not in use.

Zoning: The site is zoned R-3-A (Multi-family Residential, 36 units per acre/Special Planning District). The zoning as later discussed lends itself to a range of residential development options. Development potential other than residential is limited without receiving extensive discretionary land use entitlements including a zoning change.

Location and Neighboring Uses: Old Marshall is within an attractive and established residential neighborhood, and is within a registered Historical District in the City of Sacramento. The neighborhood has some neighborhood commercial uses, but is primarily a residential area with a mix single and multi-family residential. The neighborhood is attractive and offers a range of housing options to a diverse population.

Site Utilities Present: The site is served by all basic major wet and dry utilities needed for its current use and its zoned use. A developer would need to investigate whether or not upgrades may be needed. Urban infill sites frequently encounter decayed utility infrastructure. Such issues could diminish the value of the property during negotiations.

Historic Resources: The site is listed on the City of Sacramento's Register of Historic and Cultural Resources. Although the site's highest and best use is as a vacant development parcel, the demolition of the improvements would present significant schedule risks to a project unless the structure were deemed to be a risk to health, life and safety requiring it to be demolished.

Environmental Constraints and Challenges: Potential environmental contamination hazards resulting from the past and current use are not known. The sites building improvement materials are believed to contain asbestos and lead based paint. There are 100 environmental hazards within one mile of the site according to homefacts.com including two Brownfields sites, nine registered polluters, three Superfund sites, and 86 tank spills. Impacts of these issues on the site would be noted in a Phase I ESA.

2401 Florin Road (Florin Rd)

Parcel Size: The parcel is approximately 6.77 acres, or 294,901 square feet.

Present Use: The property is presently leased and utilized by Destinations Mobility, a division of Paratransit, Inc. (lessee). The lessee utilizes the former automotive dealership site for parking as well as vehicle service.

Zoning: The property is zoned C-2 General Commercial and permits a range of uses including retail, residential and office.

Neighboring Uses: The adjacent uses are commercial retail strip centers. There is a high concentration of automotive related businesses including automotive supply retail businesses and automotive repair businesses (Auto Zone, O'Reilly Auto Parts, Macco, and Mineke). There is a high concentration of Hispanic and Asian community themed strip centers and businesses. There are multiple grocery stores within one mile as well as chain retail drug stores (Walgreens and CVS). Within a one mile area there are several single-family residential neighborhoods, and multi-family rental properties and vacant lots. The Sacramento Regional Transit (RT) Florin Road Light Rail Station and Park-n-Ride Facility are within approximately one mile of the Site.

Site Utilities Present: The site is served by all major wet and dry utilities needed for its current use and its zoned use. A developer would need to investigate whether or not upgrades may be needed.

Historic Resource Challenges: The site is not a registered historic site or within a historic district.

Environmental Constraints and Challenges: The area is prone to flooding. Potential environmental contamination hazards resulting from the past and current use are not

known. There are 20 environmental hazards within one mile of the site according to homefacts.com including four Brownfields sites, one Superfund site, and 15 tank spills. Impacts of these issues on the site would be noted in a Phase I ESA.

F. DEVELOPMENT POTENTIAL AND CONSTRAINTS

In preparation of this section of the report, OPC consulted with local real estate professionals regarding current market conditions, appetites, and opportunities in addition to its own independent analysis. OPC's opinion does not reflect what a potential proposal might be for the property.

16th and N: This parcel is viewed by most as the prize of the three parcels. The Site is approximately one mile from the Sacramento King's new arena, currently under construction and slated to open in the fall of 2016. The completion of the arena could spark an additional wave of demand for downtown commercial retail and hotel product as well as residential development. With a further reduced supply of parcels, the subject parcel would have an even greater market value.

On the opposite corner from the Site, the Eviva Midtown apartment development is under construction and is scheduled to open in 2016. This is an example of the continued trend and appetite in the market for more and higher density residential development.

The zoning permits up to 150 units per acre of multi-family residential product. Single-family residential is also allowed, however, in any other than townhomes, this product would likely not be financially feasible and would significantly under-utilize the site. The zoning permits up to 25% of the gross floor area (not to exceed 6,400 square feet) to be used for any combination of retail, office, restaurants, or other non-residential uses. Uses that serve alcoholic beverages require a Conditional Use Permit (CUP) and are limited to the same area limits as retail. Greater intensity of these uses would require a zone change. Hotel development would be permitted on the entire site.

The market in Sacramento, like many parts of the country, is still soft for speculative office and retail development and it's believed by some local real estate professionals that the key/room rates are too low for a substantial hotel project without public subsidy.

The Site is well positioned and zoned for residential high rise construction. However, the historic site improvements makes such a development challenging. The property would

need to be cleared for the site to yield its maximum number of units permitted, which could make a rental development infeasible.

The historic structure could be incorporated into a mid or high rise rental flat or loft residential project with residential towers constructed on the vacant parcels on the east and west sides of the Site, with the historic structure serving as a center piece and used as additional residential units, commercial space, or residential site amenities such as a gym or club house. The existing buildings require substantial structural improvements and abatement of hazardous materials such as asbestos and lead based paint.

A similar concept could be applied to a for-sale residential project. Under the zoning a range of products is allowed including mid and high rise flat style condominiums, mid-rise lofts, townhomes or detached residential units. Market demand for ownership units may be low in the area. However, there are few if any for-sale residential projects with the downtown area. This factor coupled with the relatively low number of units this site could yield equates to a small risk for an experienced developer seeking to make a market where they feel there could be demand;

For this site, a savvy developer may be able to obtain Historic Tax Credits for a re-use project.

An analysis of potential residential demand should be performed to evaluate acquisition proposals for residential development. OPC can perform this analysis at an appropriate time which would factor building permit demand and sales velocity against population, income and job growth in the market area.

Old Marshall: The zoning permits up to 36 units residential units per acre of multi-family or single-family residential. The zoning permits a community market, a market garden (market selling produce grown on-site) under an acre, and some urban agriculture uses such as a community garden. A bed and breakfast (not to exceed seven rooms) is permitted with a Zoning Administrators CUP. Child care facilities and other community serving uses require a CUP approved by the Planning and Development Commission (PDC). Hotels, restaurants, bars, retail and office development are not permitted by or permitted with a CUP; these types of uses would require a rezoning of the property.

One concept that has been suggested for the site is to adaptively re-use the property for a mixed use hotel, restaurant, and pub development model that has been successful in

Oregon and Washington by McMenamins. A similar concept has also been developed at Union Station in Denver's LoDo District. The primary challenge for such as concept is the necessity to re-zone the property. OPC has reached out to McMenamins to ascertain their interest in entering the California market place; no response has been received. It is believed that this firm is not interested in entering into California. Such a concept could be a candidate for Historic Tax Credits and because of a commercial and jobs producing component, possibly also New Market Tax Credits.

The Site is zoned and is well positioned for multi-family apartments (rental) or for-sale single family attached or detached residential uses. The location of the historic site's improvements, makes rental residential development challenging. The property would need to be cleared to allow the site to yield the maximum number of units realized. The historic structures could be rehabilitated and adaptively re-used as residential units, or residential site amenities such as a gym or club house. Such re-use project could be a candidate for Historic Tax Credits but not New Market Tax Credits.

In addition to market rate housing, the site could also be an attractive candidate for an affordable housing development project. Such a project would likely score well for Low Income Housing Tax Credits.

An analysis of potential residential demand should be performed to evaluate acquisition proposals for residential development. OPC can perform this analysis at an appropriate time.

Florin Rd.: As zoned (General Commercial) the Site has a number of permitted uses including retail, office, restaurant, or multi-family. Automotive uses and businesses that sell alcoholic beverages require a CUP approved by the PDC.

The best potential use of the site would be as a subdivided retail development property or as an anchored retail strip center. There is a Walgreens on the adjacent parcel sited on 1.17 acres at the corner of Florin and 24th Street. A previously un-solicited proposal was made to acquire a portion of the 6.77 acre site for a discount retail store (Family Dollar) on a similar sized parcel as Walgreens. This type of retailer appears to fit the demographic profile of the area and provided something is missing in the market.

There is a relative glut of vacant infill parcels ranging from a half acre to over eight acres and potentially functionally obsolete commercial properties that marginalize the

development potential of the site. These sites would serve a similar demand in the market place as the subject parcel. However, the site does benefit from being a corner lot.

This site may benefit from the District investing time and money into preparing it for disposition. Such preparations would include demolishing all site improvements to clear the site and subdivide it into four parcels. By only creating four parcels no subdivision map would be required; only a plat, which is a less intensive entitlement process. This would give the District the opportunity to market multiple retail parcels versus one site. All four could be acquired by one developer, or several.

Conceptually a Family Dollar type retailer could be sited adjacent to the Walgreens fronting Florin Rd. leaving five plus acres fronting 24th Street. The remainder could accommodate similar supporting retailers, restaurants, or possible multi-family housing.

The site could present a good opportunity to an affordable housing developer given the commercial amenities proximate to the site, access to bus and light rail transit, and the County facilities on the south side of Florin Road. Five acres could yield well over 100 units of housing. The site would likely score well for Low Income Housing Tax Credits and could possibly receive HUD HOME or CDBG funds from the City of Sacramento.

G. DISPOSITION POLICY AND STRATEGY

Unless it can be found that the District has engaged in a sufficient process through previous committees or its current Adhoc committee work to satisfy the requirements per 17387 of the Education Code as described in Section A, the District must take the steps to satisfy this requirement. A sound policy and approach to transactions is as follows:

1. Districts primary real estate goal is to own, manage and maintain assets that assist them in furthering their core mission i.e. to provide quality public education to the children in the City of Sacramento.
2. When it is determined that an asset is to be repositioned through a Joint Operation or disposed of, the District should take all measures to optimize the financial value received for the property, which includes analyzing its highest and best use and marketability. This analysis will aid the District in effective negotiations with an offeror.

3. An alternative to disposition through lease, sale, or exchange are joint operations agreements so long as the subject parcel can accommodate the District's needs.
4. District should secure its own appraisal to determine the FMV when either a transaction or authorization to sell or lease is presented to the Board for approval.
5. In the case of a disposition, the District should utilize the most effective form of agreements for entering into negotiations with a buyer and transacting the disposition. For transactions where the District seeks to achieve multiple goals (i.e. the highest price and guiding the future use of the asset), the process is complex, such as an exchange, or involves multiple parcels; an Exclusive Negotiations Agreement (ENA) that commits both sides to reaching agreement on terms prior to an agreement for disposition should be entered into. Upon reaching agreement on the ENA the District and buyer would then negotiate and enter into Disposition and Development Agreement (DDA) if the District would be a partner in the transaction. The DDA serves to identify the District's and Buyer's roles and responsibility in the deal and a timeline for closing the transaction. In cases where the transaction is not complex; does not require District involvement in a project, and only involves one parcel, a simple Purchase and Sale Agreement (PSA) can be entered into. A term sheet with deal points is recommended to help facilitate the PSA.
6. When the District is to enter into a Joint Occupancy Agreement, the District shall construct a draft agreement prior to release of an RFP that provides for the most favorable terms for the District.

H. RECOMMENDATIONS

The District has to make critical decisions in regards to their goals for the disposition process and the approach it will take including complying with the Education Code where applicable. Part of the decision making process is to determine the level of effort and resources it can commit, its appetite for risk, and alternatives it would consider in lieu of the primary goal it establishes.

The ultimate goal has been expressed to solicit buyers, lessees, or partners for the sites to monetize these assets as they are no longer suitable for the District's purposes. This ultimate goal would be carried out through a Request for Qualifications/Proposal (RFQ/RFP) process or another form of a competitive bidding process. NOTE: The District should seek legal counsel on risks associated with how the process is classified and if one is more favorable under the District's policies and the Education Code.

The goal to outright dispose of the parcels is sound, permitted by the Education Code once those with certain priorities are offered the property, and is within current best practices for local public agencies seeking capital for other projects. However, the District does need to make well thought out decisions before finalizing the solicitation process and documents.

Entering into a ground lease is a viable option and could provide some relief from the Ed. Code; however, it would not return a sizeable amount of money immediately that could be used for facility real estate acquisition and development unless leveraged with other funds. A joint occupancy agreement may be the best vehicle to achieve both monetization and space needs.

Below are some suggested goals and processes to consider. Each goal has an objective and the objective carries certain risks and additional risks may be identified later in the process that will need to be considered. Each of these discussions assumes that the requirements under the Education Code have been met.

In any case, the District should consult its legal counsel for an opinion of whether these alternatives will work within the boundaries of the State's Education and Government Codes.

Goal for Utilization or Disposition:

Does the District want to 1) Monetize the assets with limited involvement; or 2) Monetize the assets and maintain some control over the end result, possibly becoming a project partner.

As provided in Section A of this report there are several alternatives available to District that would facilitate the disposition or utilization of the asset. Below are descriptions of the alternatives with the exception of a sale or long-term ground lease.

Joint Occupancy: In cases where a property is suitable to provide the District with space for needed facilities or services, a joint occupancy partnership should be considered. The District should have a clear idea what types of uses it could feasibly have accommodated at a particular property. A joint occupancy would be carried out under an RFQ/RFP process. It is possible to utilize both joint occupancy and property

exchanges in transactions; doing so may add to the complexity of a transaction, but may also yield the desired results.

Property Exchange: An alternative to monetizing the assets is seeking a trade of assets. The District has facility needs and goals that may better be achieved through exchanging property versus liquidating parcels and acquiring other property. The District will have to ensure that it receives FMV through the exchange, which could result in the District receiving property and cash considerations if the exchanged parcel is worth less than the District's parcel.

Ground Lease and Sale and Lease Back: An alternative to liquidating and monetizing the assets is seeking a sale and lease back for the construction of a needed facility that could be accommodated on one of the sites. This approach could be combined with an exchange.

Create Additional Assets: Creating additional assets by sub-dividing parcels could present the District with the opportunity to retain a portion under a ground lease and liquidating the other portions. This could be used as a means to retain some level of control over the end product while still quickly monetizing some assets. By sub-dividing and only offering a portion of a site for disposition as a partnership with the District; this could limit the value to an entity that would have the ability to pay less than FMV. This approach could also be used as a vehicle to make the District a partner in a deal.

Below are some suggested goals, objectives, and opinions of the risks associated with each. It should be noted that risks can have positive elements which when fully understood, can be exploited for the District's benefit and conversely negative elements that may present threats to the District. The suggestion of risk is meant to raise awareness of potential challenges and not suggest that one goal or objective is superior or will produce a better or worse result than the other.

Goals, Objectives and Risks

1. Monetize the Assets With Limited Involvement -

Goal: Monetize the assets to make additional capital available for the District's core competency of administering public education and managing the facilities required to do so. This goal is simply using the assets the help finance other

projects. This is achieved by electing to dispose of the sites following the course required in the Educational Code and seeking the best possible financial outcome with the least amount of timing risk.

Objective 1: Through a single transaction, dispose of the parcels to capture the highest price with the shortest closing schedule. The developer's project would, in the end, be solely the developer's vision based on their interpretation of what is the highest and best use of the site, the level of financial risk they are willing to take with the development and total control over the decisions that need to be made to achieve their vision.

Possible Risk(s) Associated With Objective: 1) Limits the potential pool of prospective offers given the unique site issues with each parcel; 2) Limits the price paid for each parcel. Buyer may discount the overall offer to mitigate its risk; 3) Result in no offers; 4) Limits the District's control and input over the development of each site; 5) Increases complexity of the transaction; and 6) Limits creativity in the transaction by negotiating with only one entity for all sites and thus the possible gain for the District.

Alternate Objective 1: Through multiple transactions, dispose of the parcels to capture the highest price with the shortest closing schedule.

Possible Risk(s) Associated With Objective: 1) May still limit the potential pool of prospective offers given the unique site issues with each parcel; 2) May limit the price paid for each parcel because there are not multiple properties for the buyer to spread their risks; 3) Limits the opportunities for Joint Venture partnerships i.e. a JV comprised of a residential market rate, residential affordable housing and retail developer may not pursue each parcel individually given the risk of not acquiring multiple or all parcels; 3) Increases District staff and consultant time and costs to evaluate proposals and ultimately close the transactions; 4) Limits the control and input over the development of each site; 5) Could result in no deal being struck on one or all three parcels; and 6) Reduces complexity of the transaction but limits creativity in the transaction.

Process Used to Achieve Goal: Sale, lease, or exchange could be utilized to achieve this goal.

2. *Monetize the assets and maintain some control over the end result, possibly becoming a partner in the project.*

Goal: Maintain control over the assets to ensure that a suitable project is achieved based on the District and their constituent's input.

Objective: With this goal the District would be deciding that it wants to select a developer that will work with the District and its constituents that helps to achieve a project they approve of.

Risks Associated With the Objective: 1) The end goal will not necessarily achieve the highest purchase price in the shortest period of time or yield the project desired by the District; 2) The District will have to devote time, money and resources to facilitate a project versus closing a real estate transaction; 3) There will be a smaller pool of potential offers as many developers will not want to be restricted by the parameters of such a partnership; 4) The developers philosophy regarding participation may be much different than the District's; 5) The District may need to take on some of the development risk in order to realize a premium on the transactions' closing price; 6) Could involve the District entering into a ground lease that will require long-term administration of the lease and put the District at risk of having to recover missed payments or possible the land if the development is not successful; and 7) Takes the District out of its core competency.

Process Used to Achieve Goal: Joint occupancy, lease, sale or exchange would achieve this goal.

Recommendation: District should pursue the highest financial return with the least amount of time risks and use of District resources.

Solicitation and Selection Process:

The second decision the District has to make is the process it will undertake for the disposition.

1. The District first has to decide what the solicitation process will be i.e. RFQ or RFP? Two questions are to be considered. OPC's recommendation is provided after the question.
 - a. Should the District seek qualified developers to negotiate with and then seek proposals from a qualified list? Or,
 - b. Seek proposals and negotiate with the party making the best offer for the parcels?

Recommendation: Start with an RFQ process to determine if qualified buyers pursue the properties. Statements of Qualifications (SOQ) should include the developer's high level proposal for the site, their estimated offer price, their request for District participation and closing terms, the structure of the entity to acquire and develop the property (Joint Venture, ect.), the entity's level of experience and track record of success for what they are proposing to do, and references for similar projects. If no SOQ's are received then the process could be modified as a competitive bid process with the District selecting the best offer.

2. The District has to decide whether to offer the parcels individually or as a package.
 - a. Offering the parcels as a package may increase control over the timeline and quickly monetize the assets. It may also encourage joint ventures to be formed and bring in a more experienced development team. This approach does not guarantee a higher purchase price and could result in a more complex transaction.
 - b. Offering the parcels individually may encourage a greater range of proposals. However, a larger pool does not guarantee a higher quality pool of proposers. A glut of inexperienced developers could pursue the properties, pitching unrealistic purchase prices and closing terms. Could serve to limit qualified developers who can spread their risk across multiple sites as it could not be guaranteed that they acquire all that they need to acquire.

Recommendation: Offer the parcels as a package or as individual transaction to increase opportunities for making a good decision and having a better understanding what the market will bear. The District should reserve the right in the RFP to reject any and all offers at its discretion and choose to enter into negotiations with as many proposers as they deem necessary to achieve its goal. District should seek options or hard money deposits should a lengthy escrow be proposed.

3. How will proposal be evaluated?

Recommendation: Convene a panel of three to five members to review, evaluate and score each proposal. Each panelist should be required to sign a confidentiality and non-disclosure agreement, sign an acknowledgment that they have no conflict of interest and in no way will gain materially from the transaction. It would be suggested that members of the Board of Education be restricted from the panel because they will ultimately have to adopt a resolution approving the District to enter into negotiations and close on the transaction.

I. NEXT STEPS

1. The District needs to ensure it establishes a course of action that does not violate the Education Code.
2. District needs to determine what its goals are, what process it wants to undertake for soliciting entities to acquire the parcels, alternatives it may elect to explore, risks they are willing to take, and proceed accordingly. This can be done concurrently with taking steps to satisfy the Ed. Code.
3. Once the District satisfies the applicable sections of the Ed. Code, they would proceed with the offering process of the parcels to other potential buyers i.e. the RFQ/RFP process.
4. If seeking to pursue a Joint Occupancy, the District must evaluate its needs and determine the types of uses, or use they would seek at each site, for example if Florin Road is suitable for a central kitchen facility, that will need to be included in the solicitation for proposals for that site.
5. OPC has prepared a sample RFQ that considers the District seeking to dispose of all three parcels as a package or individually, work with a selected developer on the final development concept, and provide some level of influence to facilitate the best possible project. This RFQ can be revised to match the direction the

District chooses to proceed in. Multiple versions of an RFQ or RFP may be necessary depending on the direction proposed by the District.

The District needs to fully understand any ramifications of its actions and consult with its legal counsel before making any final decisions.

J. SCHEDULES FOR FURTHER ANALYSIS AND DISPOSITIONS

Presently OPC is concluding the following work. OPC’s original schedule is provided below. The completion dates are all on or ahead of schedule.

Table 4: OPC Real Estate Analysis Project Development Schedule

Activity	Duration - Business Days	Time Line	Status
Kickoff meeting	1	Sept. 29, 2015	Completed
Project Planning	10	Oct. 5 - 16 2015	Completed
Additional Site Visits	1	Oct. 21 2015	Completed
Data Acquisition	25	Oct. 5 - Nov. 6 2015	Completed
Data Analysis	10	Nov. 9 - 13 2015	Completed
Highest and Best Use Analysis	20	Nov. 9 - Dec. 9 2015	Completed
Developer and Project Research	20	Nov. 9 – Jan. 31 2016	In Progress
Develop Strategy Statements	5	Dec. 7 -11 2015	Complete
Develop Strategy for Utilization or Disposition	5	Dec. 14 -18 2015	Guidance Provided in Report, Pending Further Direction
Risk Assessment	5	Dec. 14 –Jan. 31 2016	Complete
Prepare Final Report	3	Jan. 11 – Jan. 31 2016	Completed. Pending Further Action From the Board to Determine Any Additional Analysis
Develop Draft RFQ	3	Dec. 21 - 23 2015	Draft/Shell Complete. RFQ(P) to Be Elaborated Based on Board Direction
OPC QA/QC	5	Dec. 24 - 31 2015	Complete
SUSD Review	10	Jan. 11 -31 2016	In Progress

OPC has developed a preliminary, high level schedule for the conclusion of the analysis process, Board authorization to proceed with the proposal solicitation process and future disposition of the assets. If it can be determined that provisions in the Education Code have been satisfied or are not applicable, this schedule can be expedited.

Table 5: High Schedule for Disposition Process

Activity	Duration in Months	Time Line
Board Resolution Directing Process	1	Feb. 2016
Finalize Form of Offering (RFQ,RFP, RFB, Listing)	1	Feb. 2016
Offer Parcels for Disposition Under Educational Code Requirements	6	Mar. - August 2016
Offer Parcels for Disposition Under RFQ,RFP, RFB, or Listing	2	Sept. - Oct. 2016
Review Proposals/Offer and Interview Short List	1	Nov. 2016
Return to Board of Education With Recommendation for Disposition	1	Dec. 2016
Enter Into Negotiations for Disposition	1-4	Jan. - Apr. 2017
Close Transaction	20	May-17



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.2

Meeting Date: February 18, 2016

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. Tonight's presentation will feature SCUSD's progress on Class Size Reduction for the start of the 2016-2017 SY.

Financial Considerations: N/A

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

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 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

February 18, 2016



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.

Tonight's presentation will feature SCUSD's progress on Class Size Reduction for the start of the 2016-2017 SY.

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.

Board of Education Executive Summary

Facilities Support Services

Monthly Facilities Update
February 18, 2016



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.

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 11.3

Meeting Date: February 18, 2016

Subject: Strategic Plan Review

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

Division: Strategy and Innovation Office

Recommendation: None

Background/Rationale: The school district is in the process of developing a new strategic plan. Board Members are needed to respond to a second iteration of the strategic plan. Staff will present both qualitative and quantitative data that provides a basis for the current version of the plan.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. Survey Analysis
3. Second Draft Strategic Plan

<p>Estimated Time of Presentation: 10 minutes</p> <p>Submitted by: Dr. Al Rogers, Chief Strategy Officer Cathy Morrison, Coordinator, LCAP</p> <p>Approved by: José Banda, Superintendent</p>
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Board of Education Executive Summary

Strategy and Innovation Office

Conceptual Strategic Plan Resulting from Cycle 1 Community Engagement
February 18, 2016



I. OVERVIEW / HISTORY

Since August 2015, staff has worked with Pivot Learning Partners, a nonprofit organization known for innovative and impactful work with school districts nationwide, to lead the process to update the SCUSD Strategic Plan. Following the establishment of a Design Team and a creation of a district Needs Assessment, in November 2015, the Strategy and Innovation Office shared the first draft of the proposed strategic plan in outline form.

After a period of community engagement on the draft ("Cycle 1"), there is sufficient direction to submit a revised draft for review and further consideration. The final five-year Strategic Plan will be presented to the Board of Education in June, 2016 for implementation beginning in the 2016-17 school year.

II. DRIVING GOVERNANCE

The district's previous Strategic Plan was launched in 2010, as a descriptive companion to the Board of Education-adopted Mission Statement: Students graduate as globally competitive, lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society. The three foundational pillars of the previous Strategic Plan: Career- and College-Ready Students, Family and Community Engagement, and Organizational Transformation, have guided the work of the district to date.

III. BUDGET

Pivot Learning Partners is sub-contracted to support staff with the process design and framework for a sum of \$153,000.

IV. GOALS, OBJECTIVES, AND MEASURES

The main outcome of the strategic planning process this year is the highest quality strategic plan that will:

- Integrate with the LCAP,
- Reflect best educational practices, and will be feasible and sustainable,
- Capture the needs and visions of all Sac City stakeholder groups, including students and their families, teachers, principals, central office staff, community members, the Superintendent, the Board of Education, etc.
- Include performance indicators to track implementation and effects.

Board of Education Executive Summary

Strategy and Innovation Office

Conceptual Strategic Plan Resulting from Cycle 1 Community Engagement
February 18, 2016



V. MAJOR INITIATIVES

The Strategic Plan will provide a framework for district culture, norms and student supports for five years. It is expected that the Strategic Plan will align with the LCAP and, by extension, the Single Plan for Student Achievement at each school site.

VI. RESULTS

The draft strategic plan was framed around four big goals (below). Included with each of the goals was a list of sample initiatives and associated activities that the district is committed to achieve. To determine priority for funding/implementation, the “Cycle 1” survey asked respondents to rank the initiatives listed with each proposed goal:

- College and Career-Ready Students
- Safe, Healthy, Engaging Schools
- Family and Community Empowerment
- Operational Excellence

The survey was translated into all district threshold languages, and advertised on the SCUSD website, in the eConnection, and various other media. It was available online, in a mobile format and also in a paper format. Principals were asked to share the survey at their school site. With the Family and Community Engagement Department, we trained 46 Public Education Volunteers on the purpose and content of the plan to get community input. Staff shared the surveys at school site meetings and with meetings of district labor partners.

There were 1743 surveys submitted before January 4. Every school site was represented, with parents (26%) and certificated staff (24%) making up the largest percentages of respondents overall. In this survey, students represented 18%, which is a significant increase from the spring LCAP survey (5.6%). Student Advisory Council members who were trained as PEVs did a great deal of outreach at their sites. Classified staff represented 9% of the total, which is about 10% of SEIU membership in SCUSD.

Survey results were disaggregated by role, ethnicity, school site, trustee area and home language. With the exception of hiring/staffing, identified as a top priority by 45% of all respondents, support was generally distributed across all initiatives under each goal. Please see the attached packet with a survey analysis and raw data.

In addition to gaining feedback from the survey, staff also scheduled community meetings to review the draft Strategic Plan and provide a forum for informal feedback on the district initiatives. These meetings were held at school sites around the district, with the exception of

Board of Education Executive Summary

Strategy and Innovation Office

Conceptual Strategic Plan Resulting from Cycle 1 Community Engagement
February 18, 2016



the Community Advisory Committee on Special Education's parent forum, which was held at Serna Center.

In order to put forth an updated draft of the strategic plan, staff has taken into consideration the following information:

- Recommendations of the Needs Assessment report (data and focus groups)
- Cycle 1 Survey
- Community Meetings
- Special Board workshop on December 11, 2015
- Consultations with members of the Superintendent's Cabinet and other district leaders.

VII. LESSONS LEARNED / NEXT STEPS

The timing of the survey and community meetings (November and December) was a challenge. Holidays in November and December, as well as parent-teacher conferences, limited the availability of school sites for meetings.

Additionally, with the majority of open-ended comments addressing the survey or the process, the district may wish to consider a modified approach for gaining feedback on the second draft Strategic Plan and LCAP. The language in the survey proved challenging for many, and many participants did not care for the ranking required by the survey. These problems are exacerbated for those who take the survey online (in isolation) as opposed to those who take the survey with a PEV who can explain and give examples.

With board input, we expect to finalize the Strategic Plan initiatives, with a five year implementation plan, and performance indicators for the next iteration. The updated goals and activities will be incorporated into the 2016-17 LCAP draft that will be presented at the first Board Meeting in April.

- February – March 2016: Review data and revise/detail plan
- April – May 2016: Gather Cycle 2 feedback on the draft alongside the draft LCAP
- June 2016: – Presentation of final Strategic Plan to the Board with implementation plans for the 2016-17 school year.

Strategic Plan Survey Analysis: Cycle 1

Overall:

Every school site was represented, with the highest percentage (43%) coming from secondary schools due to larger enrollment and intentional robust student outreach. Parents (26%) and certificated staff (24%) represent the majority of survey-takers, but students represented 18%, which is a significant increase from the spring LCAP survey (5.6%). All board member areas were represented with the percentage of respondents ranging from 5.5% to 17.6%.

About 20% of the people who started the survey did not finish it, and are represented in the “missing” total. Of the 12 Chinese speakers who started the survey, 11 did not complete.

Just under 80% took the survey in English. Of the remaining 20% of surveys, 10.8% identified themselves as Spanish-speakers and 6.3% responded “Other” as their language preference. Of the parents who took the survey, 24% were Spanish speakers. Fifteen percent (15%) of students indicated Spanish as their language preference and 22% classified themselves as bilingual by indicating “Other.”

Over 50% of respondents indicated a Bachelor’s degree or higher, while 19.3% of respondents indicated they had not completed high school.

College and Career Ready:

“Expand and improve interventions and academic supports...” was the top choice overall (26%). 31% of African American respondents, 29% of Hispanic/Latino respondents and 26% of white respondents made this initiative their first choice initiative. Examples in this category were improving Early Childhood Education, Special Education services, and building systems that lead for positive outcomes for students of color, low income, English Learners, foster and homeless youth.

Certificated staff was strongly in favor (32%), and roughly 49% of respondents ranked this initiative as either their first or second choice.

Management’s # 1 choice however, was “Improve teacher and leader practice,” which could include additional professional learning and collaboration, and support for student sub-group performance and instructional technology.

Parents chose as their top two strategies “Improve and expand...standards-based curriculum” and “Expanding approaches to instruction.” Expanding approaches could include language immersion, work-based learning, and additional course options including dual enrollment, AP, and college partnerships.

Hispanic/Latino respondents showed even preference for the first three choices described above: standards, approaches to instruction, interventions and academic supports.

Safe, Healthy, Engaging Schools:

“Ensuring clean, safe healthy environments conducive to learning,” was the overall top choice within this goal, chosen by 37% of respondents. This choice in initiative was carried by a heavy preference with

white respondents (44%). It is important to note, however, that there was strong second-choice support (48%) for “building and maintaining safe and supportive school climates...” exemplified by Restorative Practices, Bullying Prevention, and PBIS implementation.

Clean, safe environments are overwhelmingly the first choice for employees: Certificated by 12 % points, Classified by 12 % points, Management by 11 % points [selected this over their second choice].

African American, Hispanic/Latino, Spanish speakers, and students selected “Providing students and staff with culturally relevant social, emotional and health supports” as their top choice under this goal. It is also important to note that these four respondent groups all made the “Ensuring clean, safe...” initiative their third-ranked preference. A majority of Asian respondents selected “Build and maintain safe and supportive school climate” as either their number one choice or number two choice.

Ranking was very close for the parent subgroup between “Ensuring clean, safe...” and “Provide students and staff with culturally relevant social, emotional, and health supports.” Some respondents stated in open-ended comments that the difference between these two choices was difficult to distinguish.

Family and Community Empowerment:

Most respondents ranked “Continue to build capacity for parent empowerment” as # 1, reflecting support for expanding parent education, home visits and culturally-competent communication including language translation. Spanish-speaking respondents chose the parent empowerment initiative as their first priority by a huge 15-percentage point margin. Spanish-speaking respondents also chose “Foster and strengthen community partnerships...” as their least important initiative. For that matter, “Foster and strengthen...” is a clear third-ranked preference (48% overall) among most demographic groups.

Parents and students--by a slight margin--chose “Support the wide range of needs of school communities” as their first choice. This category includes support for Parent Resource Centers, training staff on effective models for parent engagement and expanded facility availability.

Operational Excellence

Nearly half (45%) of all respondents ranked “Hire, support and retain high quality staff...” as their number one preference. This was the strongest top ranked preference of all initiatives under each of the four goal areas. Over half of management, certificated staff and community partners indicated this as their top choice. Classified staff had a slightly different focus, indicating their first preference for excellence in customer service; next, supporting high quality staff; and then identifying/improving systems and practices for all operations and business services.

All stakeholders chose implementing robust data collection and reporting as their last choice. As one parent stated: *“Communication, accountability, quality assurance needs to be included in all aspects of the strategic plan.”*

Ethnic groups showed the same level of support for staffing needs. Within language segments, Spanish speakers ranked excellence in customer service as their # 1 initiative, closely followed by high quality staff.

Open-ended Comments:

Of the 1743 survey respondents, 459 wrote additional comments in the open-ended text box at the end of the survey. Of the 1743 survey respondents, 459 wrote additional comments in the open-ended text box at the end of the survey. 392 comments (85%) were in English, with 14% in Spanish and 1% in Hmong.

Comments were classified as either in support of a theme, or as a criticism / need. One open-ended entry could be classified in unlimited ways depending on the content. The most frequently-commented need was on the survey itself. One parent put it this way: *"In several of the categories, it felt difficult to prioritize when each of the options presented was important in its own way. I hope that whomever compiles the data will take into consideration that there was no opportunity to say "all of these items are equally pressing needs;" just because something was labeled #3 or #4 does not mean that community members don't value it."* Some participants did not find the ranking exercise worthwhile, some expressed skepticism that the district reads or uses responses. While as a whole the participation rate in this survey is acceptable, it is worth recognizing that our community may be exhibiting at the least, "survey burnout," and in the worst case, a lack of confidence in the value the district places on their participation. Although we strive to identify areas where we do not meet expectations, this comment may reflect the sentiment of many: *"I hate filling out these surveys because I don't believe they accurately reflect what I believe and what direction I believe the district should be heading. It feels like a random exercise so the district can say they got feedback from all stakeholders and then continue to do what they want to do."*

The next most frequently commented need was in hiring and staffing, principally illustrated by a high number of comments by certificated staff. Third most-frequently commented upon was the theme of social-emotional learning or school climate, with parents making nearly half (46%) of the comments.

Student academic support—identified as comments on struggling students, intervention needs, etc. — was the fourth most frequently identified need, followed closely by Course Options. Course options included comments about electives, vocational classes, arts education, etc.

Only 5.2% of the open-ended comments were remarks classified as strength-based, or positive. One teacher commented: *"Meaningful survey. Many of the points asked about are important issues our district is struggling with."* Many Spanish-speaking respondents stated they valued the survey translation.

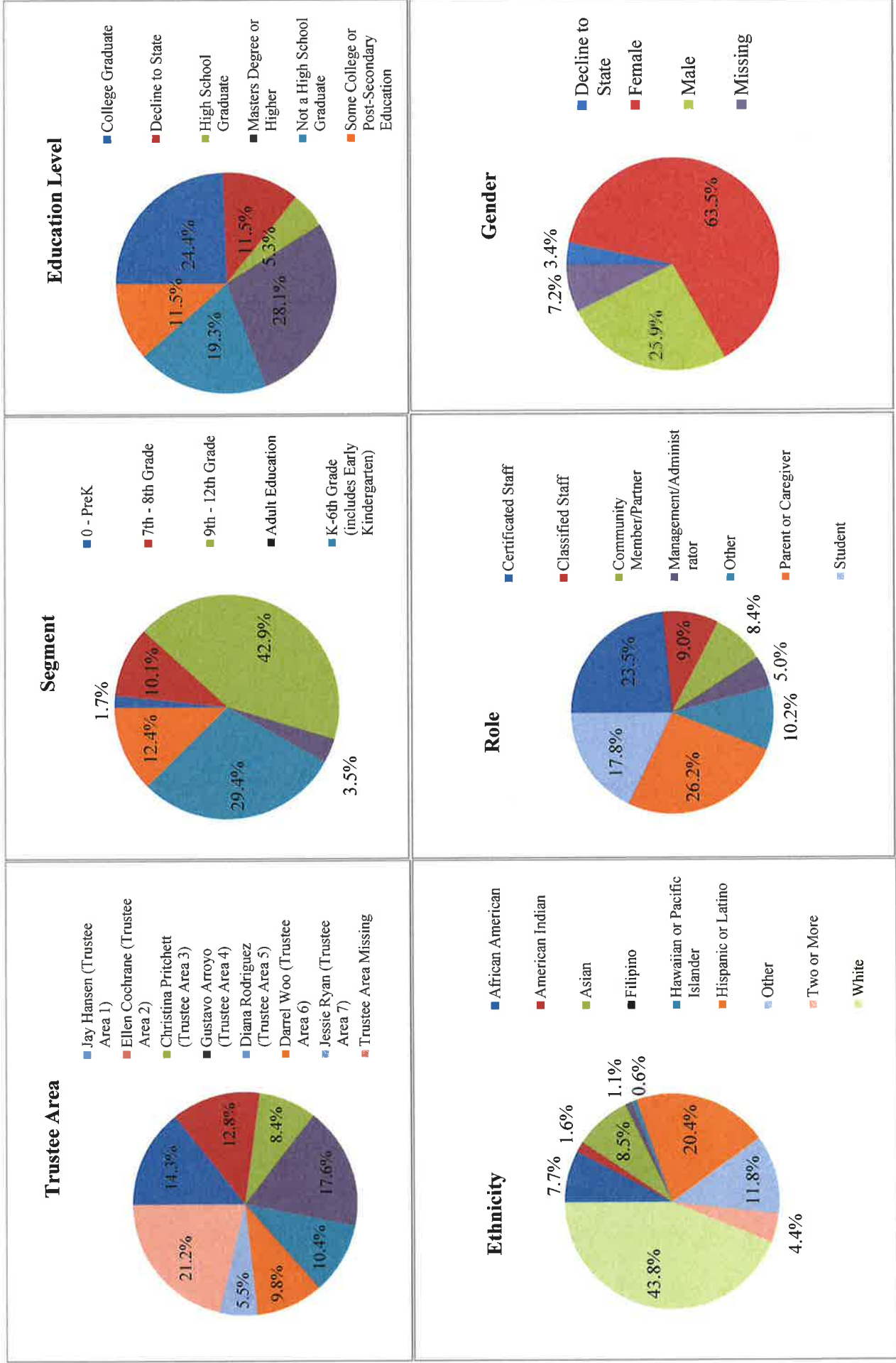
Once comments about the survey are set aside, note these specific concerns by role:

- Parents expressed needs in the areas of: Student academic support, Social emotional learning, Course Options, School-Parent Partnerships. A Spanish-speaking parent stated: *"We need to be*

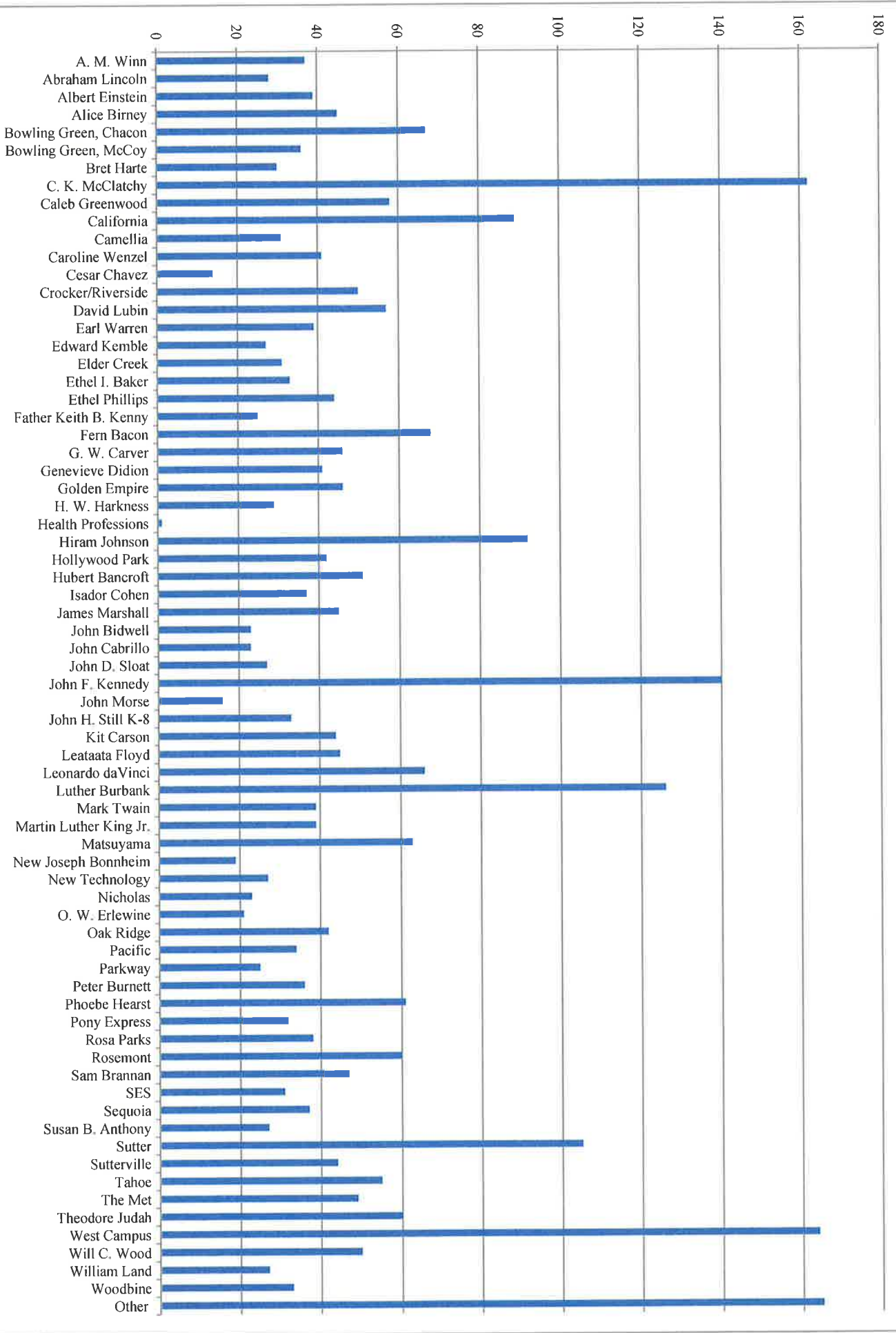
united to make a difference and I want my children to become good people and graduate from college and have a career but especially have them be good citizens.”

- Certificated staff most frequently commented on class size reduction, hiring/staffing, funding, and access to equal resources. At the time of the survey, the district had not confirmed class sizes would be reduced for the 2016-17 school year, so there were a number of comments indicating that class size reduction should have been included in the strategic plan. *“Class size reduction at all elementary grade levels is a large priority that benefits all students, teachers, and parents. Intervention programs for special needs students at all grade levels. Professional development choices for teachers after school to participate in voluntarily. After school tutoring available for all low performing students. Those are priorities for teachers.”*
- About one-fifth of student comments were on the survey. Many of the comments were in reference to the difficulty that they encountered trying to understand initiatives that, though implemented at school sites, are not recognizable in the language used by the survey. This important learning for the district will impact the next cycle of engagement with students. It will be student-designed, with the help of the SCUSD Student Advisory Council, and presented in a different format.

Sacramento City Unified School District 2015-2016 Strategic Plan Survey – Survey Respondent Demographic Analysis



School (N)



**Sacramento City Unified School District
2015-2016 Strategic Plan Survey**

		Participants	
		N	%
		1743	100.0%
Language	Chinese	12	0.7%
	English	1392	79.9%
	Hmong	25	1.4%
	Other	110	6.3%
	Russian	9	0.5%
	Spanish	189	10.8%
	Vietnamese	6	0.3%
Gender	Decline to State	59	3.4%
	Female	1107	63.5%
	Male	451	25.9%
	Missing	126	7.2%
Role	Certificated Staff	409	23.5%
	Classified Staff	157	9.0%
	Community Member/Partner	146	8.4%
	Management/Administrator	87	5.0%
	Other	177	10.2%
	Parent or Caregiver	457	26.2%
	Student	310	17.8%
Ethnicity	African American	135	7.7%
	American Indian	28	1.6%
	Asian	148	8.5%
	Filipino	19	1.1%
	Hawaiian or Pacific Islander	11	0.6%
	Hispanic or Latino	356	20.4%
	Other	206	11.8%
	Two or More	77	4.4%
Education	White	763	43.8%
	College Graduate	426	24.4%
	Decline to State	200	11.5%
	High School Graduate	92	5.3%
	Masters Degree or Higher	489	28.1%
	Not a High School Graduate	336	19.3%
	Some College or Post-Secondary Education	200	11.5%
	A. M. Winn	37	2.1%
	Abraham Lincoln	28	1.6%
	Albert Einstein	39	2.2%
	Alice Birney	45	2.6%
	Bowling Green, Chacon	67	3.8%
	Bowling Green, McCoy	36	2.1%
	Bret Harte	30	1.7%
	C. K. McClatchy	162	9.3%
	Caleb Greenwood	58	3.3%
	California	89	5.1%
	Camellia	31	1.8%
	Caroline Wenzel	41	2.4%
	Cesar Chavez	14	0.8%
	Crocker/Riverside	50	2.9%

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey**

	Participants	
	N	%
David Lubin	57	3.3%
Earl Warren	39	2.2%
Edward Kemble	27	1.5%
Elder Creek	31	1.8%
Ethel I. Baker	33	1.9%
Ethel Phillips	44	2.5%
Father Keith B. Kenny	25	1.4%
Fern Bacon	68	3.9%
G. W. Carver	46	2.6%
Genevieve Didion	41	2.4%
Golden Empire	46	2.6%
H. W. Harkness	29	1.7%
Health Professions	1	0.1%
Hiram Johnson	92	5.3%
Hollywood Park	42	2.4%
Hubert Bancroft	51	2.9%
Isador Cohen	37	2.1%
James Marshall	45	2.6%
John Bidwell	23	1.3%
John Cabrillo	23	1.3%
John D. Sloat	27	1.5%
John F. Kennedy	140	8.0%
John Morse	16	0.9%
John H. Still K-8	33	1.9%
Kit Carson	44	2.5%
Leataata Floyd	45	2.6%
Leonardo daVinci	66	3.8%
Luther Burbank	126	7.2%
Mark Twain	39	2.2%
Martin Luther King Jr.	39	2.2%
Matsuyama	63	3.6%
New Joseph Bonnheim	19	1.1%
New Technology	27	1.5%
Nicholas	23	1.3%
O. W. Erlewine	21	1.2%
Oak Ridge	42	2.4%
Pacific	34	2.0%
Parkway	25	1.4%
Peter Burnett	36	2.1%
Phoebe Hearst	61	3.5%
Pony Express	32	1.8%
Rosa Parks	38	2.2%
Rosemont	60	3.4%
Sam Brannan	47	2.7%
SES	31	1.8%
Sequoia	37	2.1%
Susan B. Anthony	27	1.5%
Sutter	105	6.0%

School

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey**

		Participants	
		N	%
	Sutterville	44	2.5%
	Tahoe	55	3.2%
	The Met	49	2.8%
	Theodore Judah	60	3.4%
	West Campus	164	9.4%
	Will C. Wood	50	2.9%
	William Land	27	1.5%
	Woodbine	33	1.9%
	Other	165	9.5%
Segment	0 - PreK	30	1.7%
	7th - 8th Grade	176	10.1%
	9th - 12th Grade	748	42.9%
	Adult Education	61	3.5%
	K-6th Grade (includes Early Kindergarten)	512	29.4%
	Missing	216	12.4%
Trustee Area	Jay Hansen (Trustee Area 1)	249	14.3%
	Ellen Cochrane (Trustee Area 2)	223	12.8%
	Christina Pritchett (Trustee Area 3)	147	8.4%
	Gustavo Arroyo (Trustee Area 4)	307	17.6%
	Diana Rodriguez (Trustee Area 5)	181	10.4%
	Darrel Woo (Trustee Area 6)	171	9.8%
	Jessie Ryan (Trustee Area 7)	95	5.5%
	Trustee Area Missing	370	21.2%
Note: SCUSD Strategic Plan Survey received 1743 responses. Respondents were able to choose more than one school, so numbers in the school category add up to more than 1743.			

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 1 Detail Analysis**

	Participants	Parent		Student		Classified Staff		Certificated Staff		Management / Administrator		Community Member / Partner		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	457	26%	310	18%	157	9%	409	24%	87	5%	146	8%	177	10%
Chinese	12	.	.	2	17%	.	.	.	.	.	.	.	.	10	83%
English	1392	324	23%	181	13%	152	11%	404	29%	82	6%	136	10%	113	8%
Hmong	25	2	8%	7	28%	1	4%	.	.	.	.	.	.	15	60%
Other	110	22	20%	69	63%	3	3%	3	3%	3	3%	4	4%	6	6%
Russian	9	.	.	1	11%	.	.	.	.	.	.	.	.	8	89%
Spanish	189	109	58%	46	24%	1	1%	2	1%	2	1%	6	3%	23	12%
Vietnamese	6	.	.	4	67%	.	.	.	.	.	.	.	.	2	33%

	Participants	African-American		Asian		Filipino		Hawaiian or Pacific Islander		Latino		American Indian		White		Two or More		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	135	8%	148	9%	19	1%	11	1%	356	20%	28	2%	763	44%	77	4%	206	12%
Chinese	12	.	.	1	8%	.	.	.	.	.	.	.	.	.	.	1	8%	10	83%
English	1392	132	10%	99	7%	17	1%	6	0%	150	11%	26	2%	753	54%	75	5%	134	10%
Hmong	25	1	4%	6	24%	.	.	.	.	.	.	.	.	.	.	.	.	18	72%
Other	110	2	2%	38	35%	2	2%	5	5%	42	38%	2	2%	10	9%	1	1%	8	7%
Russian	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9	100%
Spanish	189	.	.	.	.	.	.	.	.	164	87%	.	.	.	.	.	.	25	13%
Vietnamese	6	.	.	4	67%	.	.	.	.	.	.	.	.	.	.	.	.	2	33%

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 1: Home Language

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 2 Detail Analysis**

	Participants	English		Spanish		Vietnamese		Russian		Chinese		Hmong		Other	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	1392	80%	189	11%	6	0%	9	1%	12	1%	25	1%	110	6%
Decline to State	59	53	90%	3	5%	.	.	.	.	.	.	.	.	3	5%
Female	1107	907	82%	137	12%	3	0%	1	0%	.	.	4	0%	55	5%
Male	451	366	81%	28	6%	1	0%	.	.	2	0%	6	1%	48	11%
Missing	126	66	52%	21	17%	2	2%	8	6%	10	8%	15	12%	4	3%

	Participants	Parent		Student		Classified Staff		Certificated Staff		Management / Administrator		Community Member / Partner		Other	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	457	26%	310	18%	157	9%	409	24%	87	5%	146	8%	.	.
Decline to State	59	7	12%	6	10%	6	10%	22	37%	2	3%	11	19%	.	.
Female	1107	379	34%	151	14%	118	11%	271	25%	48	4%	105	10%	.	.
Male	451	71	16%	153	34%	33	7%	115	26%	36	8%	28	6%	.	.
Missing	126	.	.	.	.	.	.	1	1%	1	1%	2	2%	.	.

	Participants	African American		Asian		Filipino		Hawaiian or Pacific Islander		Hispanic or Latino		American Indian		White		Two or More		Other	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	135	8%	148	9%	19	1%	11	1%	356	20%	28	2%	763	44%	77	4%	.	.
Decline to State	59	2	3%	7	12%	1	2%	.	.	5	9%	1	2%	17	29%	9	15%	.	.
Female	1107	89	8%	84	8%	11	1%	3	0%	267	24%	21	2%	540	49%	43	4%	.	.
Male	451	43	10%	57	13%	6	1%	8	2%	83	18%	6	1%	206	46%	24	5%	.	.
Missing	126	1	1%	.	.	1	1%	.	.	1	1%	.	.	.	.	1	1%	.	.

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 2: Gender

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 3 Detail Analysis**

	Participants	English		Spanish		Vietnamese		Russian		Chinese		Hmong		Other Language	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	1392	80%	189	11%	6	0%	9	1%	12	1%	25	1%	110	6%
Certificated Staff	409	404	99%	2	1%	.	.	.	.	.	.	.	.	3	1%
Classified Staff	157	152	97%	1	1%	.	.	.	.	.	.	1	1%	3	2%
Community Member/Partner	146	136	93%	6	4%	.	.	.	.	.	.	.	.	4	3%
Management/Administrator	87	82	94%	2	2%	.	.	.	.	.	.	.	.	3	3%
Other	177	113	64%	23	13%	2	1%	8	5%	10	6%	15	9%	6	3%
Parent or Caregiver	457	324	71%	109	24%	.	.	.	.	.	.	2	0%	22	5%
Student	310	181	58%	46	15%	4	1%	1	0%	2	1%	7	2%	69	22%

	Participants	African-American		Asian		Filipino		Hawaiian or Pacific Islander		Latino		American Indian		White		Two or More		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	135	8%	148	9%	19	1%	11	1%	356	20%	28	2%	763	44%	77	4%	206	12%
Certificated Staff	409	12	3%	30	7%	2	1%	2	1%	28	7%	5	1%	289	71%	13	3%	28	7%
Classified Staff	157	11	7%	7	5%	3	2%	1	1%	28	18%	8	5%	78	50%	13	8%	8	5%
Community Member/Partner	146	16	11%	5	3%	2	1%	.	.	19	13%	2	1%	78	53%	11	8%	13	9%
Management/Administrator	87	11	13%	5	6%	1	1%	.	.	13	15%	1	1%	49	56%	2	2%	5	6%
Other	177	4	2%	4	2%	2	1%	1	1%	9	5%	.	.	26	15%	4	2%	127	72%
Parent or Caregiver	457	36	8%	30	7%	7	2%	3	1%	159	35%	3	1%	186	41%	16	4%	17	4%
Student	310	45	15%	67	22%	2	1%	4	1%	100	32%	9	3%	57	18%	18	6%	8	3%

	Participants	Not a High School Graduate		High School Graduate		Some College		College Graduate		Master's Degree or Higher		Decline to State	
		N	%	N	%	N	%	N	%	N	%	N	%
	1743	336	19%	92	5%	200	12%	426	24%	489	28%	200	12%
Certificated Staff	409	.	.	.	.	4	1%	175	43%	226	55%	4	1%
Classified Staff	157	1	1%	16	10%	79	50%	45	29%	11	7%	5	3%
Community Member/Partner	146	5	3%	10	7%	24	16%	45	31%	62	43%	.	.
Management/Administrator	87	1	1%	.	.	3	3%	21	24%	62	71%	.	.
Other	177	2	1%	2	1%	13	7%	21	12%	13	7%	126	71%
Parent or Caregiver	457	81	18%	49	11%	74	16%	117	26%	115	25%	21	5%
Student	310	246	79%	15	5%	3	1%	2	1%	.	.	44	14%

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 3: Role.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 4 Detail Analysis**

	Participants	Parent		Student		Classified Staff		Certificated Staff		Management / Administrator		Community Member / Partner		Other	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	457	26%	310	18%	157	9%	409	24%	87	5%	146	8%	177	10%
African American	135	36	27%	45	33%	11	8%	12	9%	11	8%	16	12%	4	3%
American Indian	28	3	11%	9	32%	8	29%	5	18%	1	4%	2	7%	.	.
Asian	148	30	20%	67	45%	7	5%	30	20%	5	3%	5	3%	4	3%
Filipino	19	7	37%	2	11%	3	16%	2	11%	1	5%	2	11%	2	11%
Hawaiian or Pacific Islander	11	3	27%	4	36%	1	9%	2	18%	.	.	.	.	1	9%
Hispanic or Latino	356	159	45%	100	28%	28	8%	28	8%	13	4%	19	5%	9	3%
Other	206	17	8%	8	4%	8	4%	28	14%	5	2%	13	6%	127	62%
Two or More	77	16	21%	18	23%	13	17%	13	17%	2	3%	11	14%	4	5%
White	763	186	24%	57	8%	78	10%	289	38%	49	6%	78	10%	26	3%

	Participants	Jay Hansen (Trustee Area 1)		Ellen Cochrane (Trustee Area 2)		Christina Pritchett (Trustee Area 3)		Gustavo Arroyo (Trustee Area 4)		Diana Rodriguez (Trustee Area 5)		Darrel Woo (Trustee Area 6)		Jessie Ryan (Trustee Area 7)	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1743	249	14%	223	13%	147	8%	307	18%	181	10%	171	10%	95	6%
African American	135	26	19%	10	7%	3	2%	15	11%	17	13%	25	19%	9	7%
American Indian	28	4	14%	.	.	7	25%	4	14%	2	7%	4	14%	1	4%
Asian	148	20	14%	8	5%	6	4%	50	34%	20	14%	20	14%	2	1%
Filipino	19	3	16%	1	5%	1	5%	.	.	6	32%	1	5%	1	5%
Hawaiian or Pacific Islander	11	2	18%	2	18%	.	.	1	9%	2	18%	2	18%	.	.
Hispanic or Latino	356	47	13%	33	9%	13	4%	113	32%	56	16%	22	6%	22	6%
Other	206	13	6%	18	9%	8	4%	14	7%	4	2%	7	3%	3	2%
Two or More	77	15	20%	10	13%	4	5%	17	22%	8	10%	8	10%	4	5%
White	763	119	16%	141	19%	105	14%	93	12%	66	9%	82	11%	53	7%

	Participants	0 to PreK		K-6th Grade		7th - 8th Grade		9th to 12th Grade		Adult Education	
	N	N	%	N	%	N	%	N	%	N	%
	1743	30	2%	512	29%	176	10%	748	43%	61	4%
African American	135	1	1%	36	27%	14	10%	74	55%	4	3%
American Indian	28	.	.	10	36%	2	7%	12	43%	2	7%
Asian	148	3	2%	37	25%	6	4%	90	61%	2	1%
Filipino	19	.	.	7	37%	1	5%	8	42%	1	5%
Hawaiian or Pacific Islander	11	.	.	1	9%	.	.	9	82%	1	9%
Hispanic or Latino	356	10	3%	97	27%	63	18%	159	45%	16	5%
Other	206	.	.	19	9%	7	3%	42	20%	7	3%
Two or More	77	.	.	26	34%	6	8%	38	49%	2	3%
White	763	16	2%	279	37%	77	10%	316	41%	26	3%

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 4: Race/Ethnicity.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 5 Analysis**

	Participants		Parent		Student		Classified Staff		Certificated		Management/ Administrator		Community Member / Partner		Other	
	<i>N</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
TOTAL	1743	457	26%	310	18%	157	9%	409	24%	87	5%	146	8%	177	10%	
College Graduate	426	117	28%	2	1%	45	11%	175	41%	21	5%	45	11%	21	5%	
Decline to State	200	21	11%	44	22%	5	3%	4	2%	.	.	.	.	126	63%
High School Graduate	92	49	53%	15	16%	16	17%	.	.	.	.	10	11%	2	2%
Masters Degree or Higher	489	115	24%	.	.	11	2%	226	46%	62	13%	62	13%	13	3%	
Not a High School Graduate	336	81	24%	246	73%	1	0%	.	.	1	0%	5	2%	2	1%	
Some College or Post-Secondary Education	200	74	37%	3	2%	79	40%	4	2%	3	2%	24	12%	13	7%	

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 5: Education.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 6 Detail Analysis**

	Participants		Certificated Staff		Classified Staff		Community Member/Partner		Management/Administrator		Parent or Caregiver		Student		No Role Selected	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	1743		405	23.2%	154	8.8%	143	8.2%	87	5.0%	413	23.7%	260	14.9%	281	16.1%
AM Winn	37		7	18.9%	13	35.1%	2	5.4%	7	18.9%	6	16.2%	0	0.0%	2	5.4%
Abraham Lincoln	28		7	25.0%	12	42.9%	1	3.6%	7	25.0%	1	3.6%	0	0.0%	0	0.0%
Albert Einstein	38		11	28.9%	7	18.4%	5	13.2%	5	13.2%	6	15.8%	2	5.3%	2	5.3%
Alice Birney	45		17	37.8%	8	17.8%	3	6.7%	3	6.7%	13	28.9%	0	0.0%	1	2.2%
Bowling Green-Chacon	61		8	13.1%	11	18.0%	4	6.6%	4	6.6%	29	47.5%	5	8.2%	0	0.0%
Bowling Green-McCoy	36		12	33.3%	9	25.0%	1	2.8%	6	16.7%	4	11.1%	4	11.1%	0	0.0%
Bret Harte	28		3	10.7%	9	32.1%	4	14.3%	7	25.0%	3	10.7%	0	0.0%	2	7.1%
CK McClatchy	142		38	26.8%	13	9.2%	20	14.1%	11	7.7%	30	21.1%	23	16.2%	7	4.9%
Caleb Greenwood	57		18	31.6%	8	14.0%	9	15.8%	3	5.3%	13	22.8%	0	0.0%	6	10.5%
California	84		15	17.9%	14	16.7%	8	9.5%	7	8.3%	26	31.0%	13	15.5%	1	1.2%
Camellia	31		3	9.7%	11	35.5%	3	9.7%	7	22.6%	4	12.9%	2	6.5%	1	3.2%
Caroline Wenzel	40		11	27.5%	9	22.5%	7	17.5%	6	15.0%	4	10.0%	2	5.0%	1	2.5%
Cesar Chavez	13		5	38.5%	5	38.5%	0	0.0%	3	23.1%	0	0.0%	0	0.0%	0	0.0%
Crocker Riverside	49		11	22.4%	9	18.4%	3	6.1%	7	14.3%	15	30.6%	3	6.1%	1	2.0%
David Lubin	55		12	21.8%	9	16.4%	11	20.0%	5	9.1%	10	18.2%	3	5.5%	5	9.1%
Earl Warren	39		4	10.3%	13	33.3%	6	15.4%	7	17.9%	7	17.9%	1	2.6%	1	2.6%
Edward Kemble	27		5	18.5%	8	29.6%	4	14.8%	5	18.5%	2	7.4%	2	7.4%	1	3.7%
Elder Creek	31		9	29.0%	9	29.0%	4	12.9%	7	22.6%	1	3.2%	1	3.2%	0	0.0%
Ethel I Baker	32		5	15.6%	9	28.1%	2	6.3%	4	12.5%	11	34.4%	1	3.1%	0	0.0%
Ethel Phillips	44		20	45.5%	11	25.0%	6	13.6%	5	11.4%	2	4.5%	0	0.0%	0	0.0%
Father Keith B Kenny	25		4	16.0%	10	40.0%	4	16.0%	5	20.0%	2	8.0%	0	0.0%	0	0.0%
Fern Bacon	67		8	11.9%	13	19.4%	3	4.5%	7	10.4%	29	43.3%	5	7.5%	2	3.0%
GW Carver	44		8	18.2%	9	20.5%	1	2.3%	6	13.6%	12	27.3%	7	15.9%	1	2.3%
Genevieve Didion	39		11	28.2%	5	12.8%	8	20.5%	3	7.7%	10	25.6%	0	0.0%	2	5.1%
Golden Empire	44		14	31.8%	13	29.5%	4	9.1%	7	15.9%	5	11.4%	0	0.0%	1	2.3%
HW Harkness	28		8	28.6%	10	35.7%	1	3.6%	6	21.4%	2	7.1%	1	3.6%	0	0.0%
Health Professions	52		16	30.8%	9	17.3%	4	7.7%	8	15.4%	3	5.8%	11	21.2%	1	1.9%
Hiram Johnson	90		17	18.9%	22	24.4%	15	16.7%	8	8.9%	19	21.1%	6	6.7%	3	3.3%
Hollywood Park	42		7	16.7%	12	28.6%	7	16.7%	4	9.5%	11	26.2%	1	2.4%	0	0.0%
Hubert Bancroft	50		13	26.0%	9	18.0%	8	16.0%	4	8.0%	15	30.0%	0	0.0%	1	2.0%
Isador Cohen	29		10	34.5%	10	34.5%	1	3.4%	6	20.7%	0	0.0%	0	0.0%	2	6.9%
James Marshall	44		24	54.5%	13	29.5%	0	0.0%	7	15.9%	0	0.0%	0	0.0%	0	0.0%
John Bidwell	23		4	17.4%	9	39.1%	2	8.7%	6	26.1%	2	8.7%	0	0.0%	0	0.0%
John Cabrillo	23		7	30.4%	8	34.8%	4	17.4%	4	17.4%	0	0.0%	0	0.0%	0	0.0%
John D Sloat	25		5	20.0%	9	36.0%	2	8.0%	5	20.0%	3	12.0%	1	4.0%	0	0.0%
John F Kennedy	133		25	18.8%	17	12.8%	13	9.8%	7	5.3%	23	17.3%	42	31.6%	6	4.5%
John Morse	16		3	18.8%	7	43.8%	2	12.5%	3	18.8%	0	0.0%	0	0.0%	1	6.3%
John H Still K-8	32		14	43.8%	8	25.0%	2	6.3%	7	21.9%	0	0.0%	0	0.0%	1	3.1%
Kit Carson	43		12	27.9%	10	23.3%	6	14.0%	5	11.6%	7	16.3%	0	0.0%	3	7.0%
Leataata Floyd	45		9	20.0%	9	20.0%	4	8.9%	6	13.3%	8	17.8%	2	4.4%	7	15.6%
Leonardo daVinci	65		12	18.5%	13	20.0%	10	15.4%	6	9.2%	22	33.8%	0	0.0%	2	3.1%
Luther Burbank	123		39	31.7%	15	12.2%	9	7.3%	8	6.5%	15	12.2%	34	27.6%	3	2.4%
Mark Twain	39		8	20.5%	12	30.8%	5	12.8%	5	12.8%	8	20.5%	1	2.6%	0	0.0%

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 6 Detail Analysis**

Martin Luther King Jr	39	8	20.5%	11	28.2%	6	15.4%	9	23.1%	5	12.8%	0	0.0%	0	0.0%
Matsuyama	61	21	34.4%	12	19.7%	6	9.8%	6	9.8%	13	21.3%	1	1.6%	2	3.3%
New Joseph Bonnheim	18	6	33.3%	7	38.9%	1	5.6%	3	16.7%	1	5.6%	0	0.0%	0	0.0%
New Technology	27	9	33.3%	7	25.9%	2	7.4%	6	22.2%	2	7.4%	1	3.7%	0	0.0%
Nicholas	23	5	21.7%	9	39.1%	1	4.3%	5	21.7%	1	4.3%	0	0.0%	2	8.7%
OW Erlewine	21	6	28.6%	8	38.1%	1	4.8%	4	19.0%	2	9.5%	0	0.0%	0	0.0%
Oak Ridge	39	15	38.5%	9	23.1%	5	12.8%	6	15.4%	2	5.1%	0	0.0%	2	5.1%
Pacific	33	11	33.3%	9	27.3%	3	9.1%	6	18.2%	1	3.0%	2	6.1%	1	3.0%
Parkway	25	7	28.0%	9	36.0%	5	20.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
Peter Burnett	35	9	25.7%	9	25.7%	5	14.3%	6	17.1%	2	5.7%	4	11.4%	0	0.0%
Phoebe Hearst	60	13	21.7%	9	15.0%	8	13.3%	8	13.3%	16	26.7%	2	3.3%	4	6.7%
Pony Express	31	9	29.0%	8	25.8%	6	19.4%	4	12.9%	2	6.5%	0	0.0%	2	6.5%
Rosa Parks	36	7	19.4%	9	25.0%	6	16.7%	8	22.2%	3	8.3%	1	2.8%	2	5.6%
Rosemont	60	17	28.3%	13	21.7%	11	18.3%	7	11.7%	8	13.3%	2	3.3%	2	3.3%
Sam Brannan	45	10	22.2%	8	17.8%	7	15.6%	6	13.3%	12	26.7%	1	2.2%	1	2.2%
SES	31	7	22.6%	8	25.8%	6	19.4%	6	19.4%	3	9.7%	1	3.2%	0	0.0%
Sequoia	37	12	32.4%	11	29.7%	3	8.1%	4	10.8%	6	16.2%	1	2.7%	0	0.0%
Susan B Anthony	23	5	21.7%	9	39.1%	1	4.3%	5	21.7%	3	13.0%	0	0.0%	0	0.0%
Sutter	101	25	24.8%	12	11.9%	20	19.8%	6	5.9%	33	32.7%	2	2.0%	3	3.0%
Sutterville	42	11	26.2%	7	16.7%	4	9.5%	5	11.9%	13	31.0%	1	2.4%	1	2.4%
Tahoe	54	14	25.9%	14	25.9%	12	22.2%	3	5.6%	8	14.8%	0	0.0%	3	5.6%
The Met	48	14	29.2%	7	14.6%	5	10.4%	6	12.5%	7	14.6%	8	16.7%	1	2.1%
Theodore Judah	60	9	15.0%	13	21.7%	9	15.0%	7	11.7%	18	30.0%	0	0.0%	4	6.7%
West Campus	143	19	13.3%	13	9.1%	15	10.5%	7	4.9%	16	11.2%	69	48.3%	4	2.8%
Will C Wood	46	9	19.6%	9	19.6%	4	8.7%	6	13.0%	12	26.1%	5	10.9%	1	2.2%
William Land	27	7	25.9%	8	29.6%	3	11.1%	4	14.8%	4	14.8%	1	3.7%	0	0.0%
Woodbine	33	8	24.2%	9	27.3%	4	12.1%	5	15.2%	4	12.1%	2	6.1%	1	3.0%
Other	169	26	15.4%	28	16.6%	18	10.7%	19	11.2%	32	18.9%	37	21.9%	9	5.3%

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 6: School. Respondents were able to choose more than one school

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 7 Detail Analysis**

	Participants	Jay Hansen (Trustee Area 1)		Ellen Cochrane (Trustee Area 2)		Christina Pritchett (Trustee Area 3)		Gustavo Arroyo (Trustee Area 4)		Diana Rodriguez (Trustee Area 5)		Darrel Woo (Trustee Area 6)		Jessie Ryan (Trustee Area 7)	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
	1743	249	14.3%	223	12.8%	147	8.4%	307	17.6%	181	10.4%	171	9.8%	95	5.5%
0 - PreK	30	2	6.7%	5	16.7%	1	3.3%	4	13.3%	7	23.3%	1	3.3%	1	3.3%
7th - 8th	176	27	15.3%	47	26.7%	11	6.3%	40	22.7%	13	7.4%	13	7.4%	15	8.5%
9th - 12th	748	157	21.0%	70	9.4%	52	7.0%	160	21.4%	106	14.2%	104	13.9%	14	1.9%
Adult Education	61	1	1.6%	6	9.8%	5	8.2%	9	14.8%	9	14.8%	.	.	3	4.9%
K-6th	512	60	11.7%	88	17.2%	74	14.5%	90	17.6%	42	8.2%	50	9.8%	62	12.1%
Missing	216	2	0.9%	7	3.2%	4	1.9%	4	1.9%	4	1.9%	3	1.4%	.	.

Note: SCUSD Strategic Plan Survey received 1743 responses. Question 7: Segment.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Question 7 Detail Analysis**

	95811		95816		95817		95818		95819		95820		95822		95823		95824		95826		95827		95828		95831		95832		Zip Other		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
	1743	3	0.2%	80	4.6%	17	1.0%	192	11.0%	90	5.2%	235	13.5%	185	10.6%	171	9.8%	75	4.3%	82	4.7%	67	3.8%	6	0.3%	164	9.4%	11	0.6%	119	6.8%
0 - PreK	30	.	.	2	6.7%	.	.	2	6.7%	3	10.0%	.	.	6	20.0%	3	10.0%	2	6.7%	.	.	1	3.3%	.	.	1	3.3%	1	3.3%	5	16.7%
7th - 8th	176	.	.	33	18.8%	4	2.3%	17	9.7%	10	5.7%	8	4.5%	32	18.2%	30	17.0%	8	4.5%	11	6.3%	.	.	.	.	13	7.4%	.	.	5	2.8%
9th - 12th	748	.	.	23	3.1%	8	1.1%	130	17.4%	18	2.4%	160	21.4%	60	8.0%	83	11.1%	29	3.9%	12	1.6%	40	5.3%	1	0.1%	97	13.0%	2	0.3%	66	8.8%
Adult Ed.	61	.	.	3	4.9%	2	3.3%	.	.	4	6.6%	3	4.9%	6	9.8%	7	11.5%	6	9.8%	1	1.6%	2	3.3%	.	.	.	.	.	.	22	36.1%
K-6th	512	2	0.4%	18	3.5%	3	0.6%	42	8.2%	52	10.2%	57	11.1%	78	15.2%	47	9.2%	30	5.9%	56	10.9%	22	4.3%	5	1.0%	50	9.8%	8	1.6%	12	2.3%
Missing	216	1	0.5%	1	0.5%	.	.	1	0.5%	3	1.4%	7	3.2%	3	1.4%	1	0.5%	.	.	2	0.9%	2	0.9%	.	.	3	1.4%	.	.	9	4.2%

Note: SCUSD Strategic Plan Survey received 1743 responses. Zip codes do not reflect all SCUSD schools but only schools with zip codes respondents selected when taking the survey.

Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: College and Career Ready Students

	Participants	Improve and expand the implementation of standards-based curriculum										Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4		Ranked 5			
		N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	294	21%	231	17%	207	15%	222	16%	443	32%	346	20%
Certificated Staff	409	63	18%	49	14%	53	16%	57	17%	120	35%	67	16%
Classified Staff	157	26	21%	25	20%	16	13%	23	19%	33	27%	34	22%
Community Member/Partner	146	31	26%	18	15%	12	10%	18	15%	41	34%	26	18%
Management/Administrator	87	13	20%	14	21%	17	26%	7	11%	15	23%	21	24%
Other	177	9	18%	15	30%	5	10%	6	12%	15	30%	127	72%
Parent or Caregiver	457	97	24%	53	13%	56	14%	75	18%	128	31%	48	11%
Student	310	55	19%	57	20%	48	17%	36	13%	91	32%	23	7%

African American	135	22	18%	36	29%	14	11%	18	15%	34	27%	11	8%
American Indian	28	5	22%	4	17%	1	4%	6	26%	7	30%	5	18%
Asian	148	29	23%	19	15%	24	19%	21	16%	36	28%	19	13%
Filipino	19	4	25%	2	13%	2	13%	2	13%	6	38%	3	16%
Hawaiian or Pacific Islander	11	3	30%	2	20%	1	10%	2	20%	2	20%	1	9%
Hispanic or Latino	356	97	30%	55	17%	47	15%	44	14%	80	25%	33	9%
Other	206	16	22%	11	15%	13	18%	8	11%	26	35%	132	64%
Two or More	77	10	16%	12	20%	13	21%	10	16%	16	26%	16	21%
White	763	108	17%	90	14%	92	14%	111	17%	236	37%	126	17%

Chinese	12	0	0%	0	0%	0	0%	0	0%	1	100%	11	92%
English	1392	213	19%	182	16%	163	15%	182	16%	376	34%	276	20%
Hmong	25	1	10%	1	10%	3	30%	2	20%	3	30%	15	60%
Other	110	16	16%	20	19%	19	18%	11	11%	37	36%	7	6%
Russian	9	0	0%	0	0%	0	0%	0	0%	1	100%	8	89%
Spanish	189	64	40%	27	17%	20	12%	27	17%	24	15%	27	14%
Vietnamese	6	0	0%	1	25%	2	50%	0	0%	1	25%	2	33%

TOTAL	1373	262	22%	188	16%	171	14%	191	16%	391	33%	170	12%
Jay Hansen (Trustee Area 1)	249	40	18%	45	21%	26	12%	27	12%	82	37%	29	12%
Ellen Cochran (Trustee Area 2)	223	39	21%	19	10%	32	17%	30	16%	69	37%	34	15%
Christina Pritchett (Trustee Area 3)	147	20	15%	22	17%	23	17%	27	20%	41	31%	14	10%
Gustavo Arroyo (Trustee Area 4)	307	73	25%	46	16%	40	14%	46	16%	85	29%	17	6%
Diana Rodriguez (Trustee Area 5)	181	46	29%	26	16%	17	11%	21	13%	51	32%	20	11%
Darrel Woo (Trustee Area 6)	171	27	21%	19	15%	18	14%	21	16%	46	35%	40	23%
Jessie Ryan (Trustee Area 7)	95	17	22%	11	14%	15	19%	19	24%	17	22%	16	17%

Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: College and Career Ready Students

	Participants	Expand approaches to instruction										Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4		Ranked 5		N	%
	N	N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	268	19%	302	22%	334	24%	330	24%	163	12%	346	20%
Certificated Staff	409	54	16%	68	20%	86	25%	80	23%	54	16%	67	16%
Classified Staff	157	22	18%	27	22%	28	23%	37	30%	9	7%	34	22%
Community Member/Partner	146	15	13%	25	21%	29	24%	35	29%	16	13%	26	18%
Management/Administrator	87	15	23%	10	15%	8	12%	21	32%	12	18%	21	24%
Other	177	11	22%	9	18%	12	24%	12	24%	6	12%	127	72%
Parent or Caregiver	457	100	24%	82	20%	97	24%	95	23%	35	9%	48	11%
Student	310	51	18%	81	28%	74	26%	50	17%	31	11%	23	7%

African American	135	27	22%	22	18%	30	24%	30	24%	15	12%	11	8%
American Indian	28	4	17%	2	9%	5	22%	6	26%	6	26%	5	18%
Asian	148	31	24%	27	21%	30	23%	24	19%	17	13%	19	13%
Filipino	19	4	25%	5	31%	2	13%	3	19%	2	13%	3	16%
Hawaiian or Pacific Islander	11	3	30%	4	40%	1	10%	1	10%	1	10%	1	9%
Hispanic or Latino	356	47	15%	78	24%	89	28%	76	24%	33	10%	33	9%
Other	206	18	24%	17	23%	14	19%	18	24%	7	10%	132	64%
Two or More	77	11	18%	12	20%	15	25%	13	21%	10	16%	16	21%
White	763	123	19%	135	21%	148	23%	159	25%	72	11%	126	17%

Chinese	12	0	0%	0	0%	0	0%	1	100%	0	0%	11	92%
English	1392	219	20%	244	22%	243	22%	271	24%	139	13%	276	20%
Hmong	25	2	20%	4	40%	1	10%	3	30%	0	0%	15	60%
Other	110	23	22%	21	20%	29	28%	17	17%	13	13%	7	6%
Russian	9	1	100%	0	0%	0	0%	0	0%	0	0%	8	89%
Spanish	189	22	14%	32	20%	59	36%	38	24%	11	7%	27	14%
Vietnamese	6	1	25%	1	25%	2	50%	0	0%	0	0%	2	33%

TOTAL	1373	225	19%	261	22%	305	25%	277	23%	135	11%	170	12%
Jay Hansen (Trustee Area 1)	249	42	19%	49	22%	67	31%	40	18%	22	10%	29	12%
Ellen Cochrane (Trustee Area 2)	223	46	24%	26	14%	42	22%	51	27%	24	13%	34	15%
Christina Pritchett (Trustee Area 3)	147	28	21%	30	23%	31	23%	27	20%	17	13%	14	10%
Gustavo Arroyo (Trustee Area 4)	307	50	17%	66	23%	78	27%	70	24%	26	9%	17	6%
Diana Rodriguez (Trustee Area 5)	181	23	14%	34	21%	44	27%	42	26%	18	11%	20	11%
Darrel Woo (Trustee Area 6)	171	23	18%	31	24%	30	23%	32	24%	15	12%	40	23%
Jessie Ryan (Trustee Area 7)	95	13	17%	25	32%	13	17%	15	19%	13	17%	16	17%

Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: College and Career Ready Students

	Participants	Expand and improve interventions and academic supports for all students										Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4		Ranked 5			
		N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	363	26%	316	23%	320	23%	235	17%	163	12%	346	20%
Certificated Staff	409	109	32%	75	22%	67	20%	53	16%	38	11%	67	16%
Classified Staff	157	32	26%	29	24%	32	26%	20	16%	10	8%	34	22%
Community Member/Partner	146	32	27%	28	23%	23	19%	23	19%	14	12%	26	18%
Management/Administrator	87	12	18%	25	38%	16	24%	4	6%	9	14%	21	24%
Other	177	13	26%	8	16%	16	32%	7	14%	6	12%	127	72%
Parent or Caregiver	457	87	21%	101	25%	98	24%	64	16%	59	14%	48	11%
Student	310	78	27%	50	17%	68	24%	64	22%	27	9%	23	7%

African American	135	38	31%	21	17%	34	27%	18	15%	13	11%	11	8%
American Indian	28	7	30%	4	17%	6	26%	4	17%	2	9%	5	18%
Asian	148	20	16%	28	22%	31	24%	29	23%	21	16%	19	13%
Filipino	19	4	25%	3	19%	6	38%	1	6%	2	13%	3	16%
Hawaiian or Pacific Islander	11	4	40%	2	20%	1	10%	2	20%	1	10%	1	9%
Hispanic or Latino	356	92	29%	88	27%	68	21%	50	16%	25	8%	33	9%
Other	206	16	22%	17	23%	18	24%	14	19%	9	12%	132	64%
Two or More	77	19	31%	11	18%	13	21%	12	20%	6	10%	16	21%
White	763	163	26%	142	22%	143	22%	105	17%	84	13%	126	17%

Chinese	12	0	0%	0	0%	1	100%	0	0%	0	0%	11	92%
English	1392	286	26%	237	21%	265	24%	187	17%	141	13%	276	20%
Hmong	25	5	50%	1	10%	2	20%	1	10%	1	10%	15	60%
Other	110	27	26%	19	18%	16	16%	31	30%	10	10%	7	6%
Russian	9	0	0%	0	0%	1	100%	0	0%	0	0%	8	89%
Spanish	189	43	27%	58	36%	34	21%	16	10%	11	7%	27	14%
Vietnamese	6	2	50%	1	25%	1	25%	0	0%	0	0%	2	33%

TOTAL	1373	313	26%	272	23%	270	22%	206	17%	142	12%	170	12%
Jay Hansen (Trustee Area 1)	249	52	24%	42	19%	51	23%	44	20%	31	14%	29	12%
Ellen Cochrane (Trustee Area 2)	223	40	21%	41	22%	48	25%	28	15%	32	17%	34	15%
Christina Pritchett (Trustee Area 3)	147	39	29%	31	23%	26	20%	25	19%	12	9%	14	10%
Gustavo Arroyo (Trustee Area 4)	307	71	25%	73	25%	69	24%	48	17%	29	10%	17	6%
Diana Rodriguez (Trustee Area 5)	181	51	32%	42	26%	35	22%	21	13%	12	8%	20	11%
Darrel Woo (Trustee Area 6)	171	40	31%	24	18%	22	17%	28	21%	17	13%	40	23%
Jessie Ryan (Trustee Area 7)	95	20	25%	19	24%	19	24%	12	15%	9	11%	16	17%

Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: College and Career Ready Students

	Participants	Provide additional opportunities for high quality staff										Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4		Ranked 5			
		N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	248	18%	319	23%	269	19%	310	22%	251	18%	346	20%
Certificated Staff	409	55	16%	77	23%	72	21%	75	22%	63	18%	67	16%
Classified Staff	157	13	11%	27	22%	30	24%	26	21%	27	22%	34	22%
Community Member/Partner	146	22	18%	28	23%	27	23%	23	19%	20	17%	26	18%
Management/Administrator	87	7	11%	9	14%	13	20%	19	29%	18	27%	21	24%
Other	177	12	24%	12	24%	7	14%	10	20%	9	18%	127	72%
Parent or Caregiver	457	80	20%	96	24%	70	17%	85	21%	78	19%	48	11%
Student	310	59	21%	70	24%	50	17%	72	25%	36	13%	23	7%

African American	135	14	11%	27	22%	26	21%	34	27%	23	19%	11	8%
American Indian	28	5	22%	8	35%	4	17%	4	17%	2	9%	5	18%
Asian	148	28	22%	31	24%	22	17%	29	23%	19	15%	19	13%
Filipino	19	1	6%	5	31%	2	13%	6	38%	2	13%	3	16%
Hawaiian or Pacific Islander	11	0	0%	1	10%	4	40%	3	30%	2	20%	1	9%
Hispanic or Latino	356	47	15%	66	20%	62	19%	90	28%	58	18%	33	9%
Other	206	16	22%	18	24%	13	18%	13	18%	14	19%	132	64%
Two or More	77	9	15%	15	25%	14	23%	11	18%	12	20%	16	21%
White	763	128	20%	148	23%	122	19%	120	19%	119	19%	126	17%

Chinese	12	0	0%	1	100%	0	0%	0	0%	0	0%	11	92%
English	1392	206	19%	254	23%	220	20%	233	21%	203	18%	276	20%
Hmong	25	1	10%	4	40%	3	30%	1	10%	1	10%	15	60%
Other	110	19	18%	28	27%	19	18%	23	22%	14	14%	7	6%
Russian	9	0	0%	1	100%	0	0%	0	0%	0	0%	8	89%
Spanish	189	21	13%	30	19%	25	15%	53	33%	33	20%	27	14%
Vietnamese	6	1	25%	1	25%	2	50%	0	0%	0	0%	2	33%

TOTAL	1373	216	18%	276	23%	235	20%	262	22%	214	18%	170	12%
Jay Hansen (Trustee Area 1)	249	37	17%	55	25%	42	19%	55	25%	31	14%	29	12%
Ellen Cochran (Trustee Area 2)	223	38	20%	48	25%	31	16%	34	18%	38	20%	34	15%
Christina Pritchett (Trustee Area 3)	147	32	24%	24	18%	28	21%	23	17%	26	20%	14	10%
Gustavo Arroyo (Trustee Area 4)	307	55	19%	65	22%	50	17%	63	22%	57	20%	17	6%
Diana Rodriguez (Trustee Area 5)	181	16	10%	44	27%	29	18%	43	27%	29	18%	20	11%
Darrel Woo (Trustee Area 6)	171	20	15%	26	20%	39	30%	24	18%	22	17%	40	23%
Jessie Ryan (Trustee Area 7)	95	18	23%	14	18%	16	20%	20	25%	11	14%	16	17%

Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: College and Career Ready Students

	Participants	Improve teacher and leader practice										Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4		Ranked 5			
		N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	224	16%	229	16%	271	19%	296	21%	377	27%	346	20%
Certificated Staff	409	61	18%	73	21%	64	19%	77	23%	67	20%	67	16%
Classified Staff	157	30	24%	15	12%	17	14%	17	14%	44	36%	34	22%
Community Member/Partner	146	20	17%	21	18%	29	24%	21	18%	29	24%	26	18%
Management/Administrator	87	19	29%	8	12%	12	18%	15	23%	12	18%	21	24%
Other	177	5	10%	6	12%	10	20%	15	30%	14	28%	127	72%
Parent or Caregiver	457	45	11%	77	19%	88	22%	90	22%	109	27%	48	11%
Student	310	44	15%	29	10%	51	18%	61	21%	102	36%	23	7%

African American	135	23	19%	18	15%	20	16%	24	19%	39	32%	11	8%
American Indian	28	2	9%	5	22%	7	30%	3	13%	6	26%	5	18%
Asian	148	21	16%	24	19%	26	20%	22	17%	36	28%	19	13%
Filipino	19	3	19%	1	6%	4	25%	4	25%	4	25%	3	16%
Hawaiian or Pacific Islander	11	0	0%	1	10%	3	30%	2	20%	4	40%	1	9%
Hispanic or Latino	356	40	12%	36	11%	57	18%	63	20%	127	39%	33	9%
Other	206	8	11%	11	15%	16	22%	21	28%	18	24%	132	64%
Two or More	77	12	20%	11	18%	6	10%	15	25%	17	28%	16	21%
White	763	115	18%	122	19%	132	21%	142	22%	126	20%	126	17%

Chinese	12	1	100%	0	0%	0	0%	0	0%	0	0%	11	92%
English	1392	192	17%	199	18%	225	20%	243	22%	257	23%	276	20%
Hmong	25	1	10%	0	0%	1	10%	3	30%	5	50%	15	60%
Other	110	18	18%	15	15%	20	19%	21	20%	29	28%	7	6%
Russian	9	0	0%	0	0%	0	0%	1	100%	0	0%	8	89%
Spanish	189	12	7%	15	9%	24	15%	28	17%	83	51%	27	14%
Vietnamese	6	0	0%	0	0%	1	25%	0	0%	3	75%	2	33%

TOTAL	1373	187	16%	206	17%	226	19%	263	22%	321	27%	170	12%
Jay Hansen (Trustee Area 1)	249	49	22%	29	13%	34	16%	54	25%	54	25%	29	12%
Ellen Cochrane (Trustee Area 2)	223	26	14%	55	29%	36	19%	46	24%	26	14%	34	15%
Christina Pritchett (Trustee Area 3)	147	14	11%	26	20%	25	19%	31	23%	37	28%	14	10%
Gustavo Arroyo (Trustee Area 4)	307	41	14%	40	14%	57	20%	59	20%	93	32%	17	6%
Diana Rodriguez (Trustee Area 5)	181	25	16%	15	9%	36	22%	34	21%	51	32%	20	11%
Darrel Woo (Trustee Area 6)	171	21	16%	31	24%	22	17%	26	20%	31	24%	40	23%
Jessie Ryan (Trustee Area 7)	95	11	14%	10	13%	16	20%	13	17%	29	37%	16	17%

Note: SCUSD Strategic Plan Survey received 1743 responses.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Safe, Healthy, and Engaging Schools**

	Participants	Provide students and staff with culturally relevant social, emotional, and health supports						Build and maintain safe and supportive school climates						Ensure clean, safe, and welcoming environments conducive to learning						Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 1		Ranked 2		Ranked 3		Ranked 1		Ranked 2		Ranked 3			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	469	34%	350	25%	561	41%	397	29%	668	48%	315	23%	514	37%	362	26%	504	37%	363	21%
Certificated Staff	409	103	30%	103	30%	134	39%	93	27%	157	46%	90	27%	144	42%	80	24%	116	34%	69	17%
Classified Staff	157	32	27%	32	27%	56	47%	37	31%	56	47%	27	23%	51	43%	32	27%	37	31%	37	24%
Community Member/Partner	146	48	40%	31	26%	41	34%	31	26%	67	56%	22	18%	41	34%	22	18%	57	48%	26	18%
Management/Administrator	87	20	31%	17	27%	27	42%	17	27%	30	47%	17	27%	27	42%	17	27%	20	31%	23	26%
Other	177	20	41%	10	20%	19	39%	8	16%	33	67%	8	16%	21	43%	6	12%	22	45%	128	72%
Parent or Caregiver	457	139	35%	81	20%	182	45%	124	31%	195	49%	83	21%	139	35%	126	31%	137	34%	55	12%
Student	310	107	38%	76	27%	102	36%	87	31%	130	46%	68	24%	91	32%	79	28%	115	40%	25	8%

African American	135	50	41%	28	23%	45	37%	37	30%	65	53%	21	17%	36	29%	30	24%	57	46%	12	9%
American Indian	28	8	36%	3	14%	11	50%	9	41%	9	41%	4	18%	5	23%	10	46%	7	32%	6	21%
Asian	148	40	31%	38	30%	51	40%	46	36%	55	43%	28	22%	43	33%	36	28%	50	39%	19	13%
Filipino	19	5	33%	1	7%	9	60%	4	27%	7	47%	4	27%	6	40%	7	47%	2	13%	4	21%
Hawaiian or Pacific Islander	11	3	30%	0	0%	7	70%	5	50%	4	40%	1	10%	2	20%	6	60%	2	20%	1	9%
Hispanic or Latino	356	141	45%	78	25%	98	31%	85	27%	152	48%	80	25%	91	29%	87	27%	139	44%	39	11%
Other	206	20	27%	23	32%	30	41%	22	30%	36	49%	15	21%	31	43%	14	19%	28	38%	133	65%
Two or More	77	18	30%	9	15%	34	56%	17	28%	34	56%	10	16%	26	43%	18	30%	17	28%	16	21%
White	763	184	29%	170	27%	276	44%	172	27%	306	49%	152	24%	274	44%	154	24%	202	32%	133	17%

Chinese	12	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%	1	100%	0	0%	0	0%	11	92%
English	1392	336	31%	288	26%	475	43%	327	30%	527	48%	245	22%	436	40%	284	26%	379	35%	293	21%
Hmong	25	6	60%	1	10%	3	30%	2	20%	7	70%	1	10%	2	20%	2	20%	6	60%	15	60%
Other	110	30	29%	28	27%	45	44%	33	32%	47	46%	23	22%	40	39%	28	27%	35	34%	7	6%
Russian	9	0	0%	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	8	89%
Spanish	189	96	59%	30	19%	36	22%	34	21%	85	53%	43	27%	32	20%	47	29%	83	51%	27	14%
Vietnamese	6	1	25%	2	50%	1	25%	0	0%	2	50%	2	50%	3	75%	0	0%	1	25%	2	33%

TOTAL	1373	404	34%	292	25%	490	41%	339	29%	575	49%	272	23%	443	37%	319	27%	424	36%	187	14%
Jay Hansen (Trustee Area 1)	249	73	34%	57	27%	85	40%	65	30%	92	43%	58	27%	77	36%	66	31%	72	34%	34	14%
Ellen Cochrane (Trustee Area 2)	223	42	23%	47	25%	96	52%	59	32%	95	51%	31	17%	84	45%	43	23%	58	31%	38	17%
Christina Pritchett (Trustee Area 3)	147	48	36%	32	24%	52	39%	36	27%	61	46%	35	27%	48	36%	39	30%	45	34%	15	10%
Gustavo Arroyo (Trustee Area 4)	307	107	37%	76	26%	105	37%	72	25%	147	51%	69	24%	109	38%	65	23%	114	40%	19	6%
Diana Rodriguez (Trustee Area 5)	181	68	43%	28	18%	62	39%	38	24%	86	54%	34	22%	52	33%	44	28%	62	39%	23	13%
Darrel Woo (Trustee Area 6)	171	34	26%	28	22%	68	52%	43	33%	63	49%	24	19%	53	41%	39	30%	38	29%	41	24%
Jessie Ryan (Trustee Area 7)	95	32	41%	24	31%	22	28%	26	33%	31	40%	21	27%	20	26%	23	30%	35	45%	17	18%

Note: SCUSD Strategic Plan Survey received 1743 responses.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Family and Community Empowerment**

	Participants	Continue to build capacity in parent engagement						Support the wide range of needs of school communities						Foster and strengthen community partnerships						Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 1		Ranked 2		Ranked 3		Ranked 1		Ranked 2		Ranked 3			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
TOTAL	1743	527	39%	404	30%	430	32%	480	35%	609	45%	272	20%	354	26%	348	26%	659	48%	382	22%
Certificated Staff	409	139	41%	106	32%	92	27%	112	33%	151	45%	74	22%	86	26%	80	24%	171	51%	72	18%
Classified Staff	157	54	46%	35	30%	28	24%	39	33%	53	45%	25	21%	24	21%	29	25%	64	55%	40	26%
Community Member/Partner	146	47	40%	36	31%	35	30%	37	31%	55	47%	26	22%	34	29%	27	23%	57	48%	28	19%
Management/Administrator	87	25	39%	21	33%	18	28%	22	34%	28	44%	14	22%	17	27%	15	23%	32	50%	23	26%
Other	177	15	32%	14	30%	18	38%	18	38%	21	45%	8	17%	14	30%	12	26%	21	45%	130	73%
Parent or Caregiver	457	145	37%	129	33%	123	31%	149	38%	167	42%	81	20%	103	26%	101	25%	193	49%	60	13%
Student	310	102	36%	63	22%	116	41%	103	37%	134	48%	44	16%	76	27%	84	30%	121	43%	29	9%

African American	135	49	40%	41	34%	32	26%	42	34%	52	43%	28	23%	31	25%	29	24%	62	51%	13	10%
American Indian	28	7	35%	4	20%	9	45%	9	45%	10	50%	1	5%	4	20%	6	30%	10	50%	8	29%
Asian	148	39	31%	35	28%	53	42%	52	41%	43	34%	32	25%	36	28%	49	39%	42	33%	21	14%
Filipino	19	5	33%	0	0%	10	67%	4	27%	9	60%	2	13%	6	40%	6	40%	3	20%	4	21%
Hawaiian or Pacific Islander	11	2	20%	2	20%	6	60%	4	40%	6	60%	0	0%	4	40%	2	20%	4	40%	1	9%
Hispanic or Latino	356	148	47%	97	31%	69	22%	109	35%	140	45%	65	21%	57	18%	77	25%	180	57%	42	12%
Other	206	25	35%	22	31%	24	34%	25	35%	33	47%	13	18%	21	30%	16	23%	34	48%	135	66%
Two or More	77	18	30%	18	30%	24	40%	25	42%	23	38%	12	20%	17	28%	19	32%	24	40%	17	22%
White	763	234	38%	185	30%	203	33%	210	34%	293	47%	119	19%	178	29%	144	23%	300	48%	141	19%

Chinese	12	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	11	92%
English	1392	411	38%	320	30%	352	33%	368	34%	491	45%	224	21%	304	28%	272	25%	507	47%	309	22%
Hmong	25	1	10%	4	40%	5	50%	7	70%	1	10%	2	20%	2	20%	5	50%	3	30%	15	60%
Other	110	31	31%	28	28%	41	41%	45	45%	42	42%	13	13%	24	24%	30	30%	46	46%	10	9%
Russian	9	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	8	89%
Spanish	189	83	51%	50	31%	29	18%	58	36%	72	44%	32	20%	21	13%	40	25%	101	62%	27	14%
Vietnamese	6	1	25%	1	25%	2	50%	1	25%	2	50%	1	25%	2	50%	1	25%	1	25%	2	33%

TOTAL	1373	440	38%	350	30%	380	33%	422	36%	513	44%	235	20%	308	26%	307	26%	555	47%	203	15%
Jay Hansen (Trustee Area 1)	249	71	34%	61	29%	78	37%	73	35%	83	40%	54	26%	66	31%	66	31%	78	37%	39	16%
Ellen Cochrane (Trustee Area 2)	223	68	38%	53	29%	60	33%	61	34%	79	44%	41	23%	52	29%	49	27%	80	44%	42	19%
Christina Pritchett (Trustee Area 3)	147	53	42%	43	34%	31	24%	44	35%	58	46%	25	20%	30	24%	26	21%	71	56%	20	14%
Gustavo Arroyo (Trustee Area 4)	307	102	36%	82	29%	102	36%	118	41%	126	44%	42	15%	66	23%	78	27%	142	50%	21	7%
Diana Rodriguez (Trustee Area 5)	181	68	43%	51	32%	39	25%	58	37%	65	41%	35	22%	32	20%	42	27%	84	53%	23	13%
Darrel Woo (Trustee Area 6)	171	49	38%	36	28%	45	35%	41	32%	66	51%	23	18%	40	31%	28	22%	62	48%	41	24%
Jessie Ryan (Trustee Area 7)	95	29	37%	24	31%	25	32%	27	35%	36	46%	15	19%	22	28%	18	23%	38	49%	17	18%

Note: SCUSD Strategic Plan Survey received 1743 responses.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Operational Excellence**

		Commit to the highest standards of customer service								Missing	
	Participants	Ranked 1		Ranked 2		Ranked 3		Ranked 4			
	N	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	341	25%	410	31%	344	26%	250	19%	398	23%
Certificated Staff	409	64	19%	117	35%	91	27%	64	19%	73	18%
Classified Staff	157	37	32%	32	28%	31	27%	16	14%	41	26%
Community Member/Partner	146	33	28%	34	29%	33	28%	16	14%	30	21%
Management/Administrator	87	11	18%	19	30%	23	37%	10	16%	24	28%
Other	177	10	22%	13	28%	15	33%	8	17%	131	74%
Parent or Caregiver	457	99	25%	129	33%	86	22%	76	20%	67	15%
Student	310	87	31%	66	24%	65	23%	60	22%	32	10%

		Hire and support high quality staff, supported to do their best work, reflective of the diversity of our community								Missing	
	Participants	Ranked 1		Ranked 2		Ranked 3		Ranked 4			
	N	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	604	45%	316	24%	205	15%	220	16%	398	23%
Certificated Staff	409	181	54%	65	19%	42	13%	48	14%	73	18%
Classified Staff	157	33	28%	27	23%	23	20%	33	28%	41	26%
Community Member/Partner	146	59	51%	27	23%	18	16%	12	10%	30	21%
Management/Administrator	87	33	52%	16	25%	3	5%	11	18%	24	28%
Other	177	20	44%	9	20%	7	15%	10	22%	131	74%
Parent or Caregiver	457	182	47%	89	23%	63	16%	56	14%	67	15%
Student	310	96	35%	83	30%	49	18%	50	18%	32	10%

		Identify and improve systems and practices for all operations and business services								Missing	
	Participants	Ranked 1		Ranked 2		Ranked 3		Ranked 4			
	N	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	230	17%	424	32%	499	37%	192	14%	398	23%
Certificated Staff	409	60	18%	111	33%	129	38%	36	11%	73	18%
Classified Staff	157	30	26%	37	32%	39	34%	10	9%	41	26%
Community Member/Partner	146	13	11%	42	36%	41	35%	20	17%	30	21%
Management/Administrator	87	10	16%	19	30%	25	40%	9	14%	24	28%
Other	177	7	15%	19	41%	14	30%	6	13%	131	74%
Parent or Caregiver	457	52	13%	111	29%	159	41%	68	17%	67	15%
Student	310	58	21%	85	31%	92	33%	43	16%	32	10%

		Implement a robust data collection and reporting process								Missing	
	Participants	Ranked 1		Ranked 2		Ranked 3		Ranked 4			
	N	N	%	N	%	N	%	N	%	N	%
TOTAL	1743	170	13%	195	15%	297	22%	683	51%	398	23%
Certificated Staff	409	31	9%	43	13%	74	22%	188	56%	73	18%
Classified Staff	157	16	14%	20	17%	23	20%	57	49%	41	26%
Community Member/Partner	146	11	10%	13	11%	24	21%	68	59%	30	21%
Management/Administrator	87	9	14%	9	14%	12	19%	33	52%	24	28%
Other	177	9	20%	5	11%	10	22%	22	48%	131	74%
Parent or Caregiver	457	57	15%	61	16%	82	21%	190	49%	67	15%
Student	310	37	13%	44	16%	72	26%	125	45%	32	10%

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Operational Excellence**

	Participants	Commit to the highest standards of customer service								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1743	341	25%	410	31%	344	26%	250	19%	398	23%
African American	135	27	22%	36	30%	31	26%	27	22%	14	10%
American Indian	28	7	35%	5	25%	6	30%	2	10%	8	29%
Asian	148	27	21%	35	28%	30	24%	34	27%	22	15%
Filipino	19	0	0%	1	7%	8	57%	5	36%	5	26%
Hawaiian/Pacific Islander	11	3	30%	4	40%	2	20%	1	10%	1	9%
Hispanic/Latino	356	109	35%	92	29%	65	21%	47	15%	43	12%
Other	206	17	24%	24	34%	15	21%	14	20%	136	66%
Two or More	77	12	20%	14	24%	24	41%	9	15%	18	23%
White	763	139	23%	199	33%	163	27%	111	18%	151	20%

	Participants	Hire and support high quality staff, supported to do their best work, reflective of the diversity of our community								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1743	604	45%	316	24%	205	15%	220	16%	398	23%
African American	135	54	45%	35	29%	15	12%	17	14%	14	10%
American Indian	28	6	30%	6	30%	3	15%	5	25%	8	29%
Asian	148	48	38%	38	30%	20	16%	20	16%	22	15%
Filipino	19	7	50%	2	14%	2	14%	3	21%	5	26%
Hawaiian/Pacific Islander	11	2	20%	2	20%	4	40%	2	20%	1	9%
Hispanic/Latino	356	131	42%	79	25%	54	17%	49	16%	43	12%
Other	206	32	46%	12	17%	13	19%	13	19%	136	66%
Two or More	77	29	49%	13	22%	11	19%	6	10%	18	23%
White	763	295	48%	129	21%	83	14%	105	17%	151	20%

	Participants	Identify and improve systems and practices for all operations and business services								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1743	230	17%	424	32%	499	37%	192	14%	398	23%
African American	135	23	19%	37	31%	39	32%	22	18%	14	10%
American Indian	28	6	30%	4	20%	8	40%	2	10%	8	29%
Asian	148	27	21%	34	27%	47	37%	18	14%	22	15%
Filipino	19	4	29%	6	43%	3	21%	1	7%	5	26%
Hawaiian/Pacific Islander	11	3	30%	2	20%	3	30%	2	20%	1	9%
Hispanic/Latino	356	37	12%	96	31%	129	41%	51	16%	43	12%
Other	206	11	16%	24	34%	24	34%	11	16%	136	66%
Two or More	77	9	15%	26	44%	21	36%	3	5%	18	23%
White	763	110	18%	195	32%	225	37%	82	13%	151	20%

	Participants	Implement a robust data collection and reporting process								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1743	170	13%	195	15%	297	22%	683	51%	398	23%
African American	135	17	14%	13	11%	36	30%	55	46%	14	10%
American Indian	28	1	5%	5	25%	3	15%	11	55%	8	29%
Asian	148	24	19%	19	15%	29	23%	54	43%	22	15%
Filipino	19	3	21%	5	36%	1	7%	5	36%	5	26%
Hawaiian/Pacific Islander	11	2	20%	2	20%	1	10%	5	50%	1	9%
Hispanic/Latino	356	36	12%	46	15%	65	21%	166	53%	43	12%
Other	206	10	14%	10	14%	18	26%	32	46%	136	66%
Two or More	77	9	15%	6	10%	3	5%	41	70%	18	23%
White	763	68	11%	89	15%	141	23%	314	51%	151	20%

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Operational Excellence**

	Participants	Commit to the highest standards of customer service								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	N	%	N	%	N	%	N	%	N
TOTAL	1743	341	25%	410	31%	344	26%	250	19%	398	23%
Chinese	12	1	100%	0	0%	0	0%	0	0%	11	92%
English	1392	246	23%	327	31%	293	28%	201	19%	325	23%
Hmong	25	2	20%	2	20%	3	30%	3	30%	15	60%
Other	110	27	27%	28	28%	22	22%	23	23%	10	9%
Russian	9	1	100%	0	0%	0	0%	0	0%	8	89%
Spanish	189	64	40%	52	32%	24	15%	22	14%	27	14%
Vietnamese	6	0	0%	1	25%	2	50%	1	25%	2	33%

	Participants	Hire and support high quality staff, supported to do their best work, reflective of the diversity of our community								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	N	%	N	%	N	%	N	%	N
TOTAL	1743	604	45%	316	24%	205	15%	220	16%	398	23%
Chinese	12	0	0%	1	100%	0	0%	0	0%	11	92%
English	1392	501	47%	240	23%	149	14%	177	17%	325	23%
Hmong	25	1	10%	4	40%	2	20%	3	30%	15	60%
Other	110	40	40%	29	29%	18	18%	13	13%	10	9%
Russian	9	0	0%	0	0%	1	100%	0	0%	8	89%
Spanish	189	60	37%	41	25%	34	21%	27	17%	27	14%
Vietnamese	6	2	50%	1	25%	1	25%	0	0%	2	33%

	Participants	Identify and improve systems and practices for all operations and business services								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	N	%	N	%	N	%	N	%	N
TOTAL	1743	230	17%	424	32%	499	37%	192	14%	398	23%
Chinese	12	0	0%	0	0%	1	100%	0	0%	11	92%
English	1392	190	18%	346	32%	391	37%	140	13%	325	23%
Hmong	25	6	60%	2	20%	0	0%	2	20%	15	60%
Other	110	17	17%	30	30%	35	35%	18	18%	10	9%
Russian	9	0	0%	0	0%	0	0%	1	100%	8	89%
Spanish	189	16	10%	44	27%	72	44%	30	19%	27	14%
Vietnamese	6	1	25%	2	50%	0	0%	1	25%	2	33%

	Participants	Implement a robust data collection and reporting process								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	N	%	N	%	N	%	N	%	N
TOTAL	1743	170	13%	195	15%	297	22%	683	51%	398	23%
Chinese	12	0	0%	0	0%	0	0%	1	100%	11	92%
English	1392	130	12%	154	14%	234	22%	549	52%	325	23%
Hmong	25	1	10%	2	20%	5	50%	2	20%	15	60%
Other	110	16	16%	13	13%	25	25%	46	46%	10	9%
Russian	9	0	0%	1	100%	0	0%	0	0%	8	89%
Spanish	189	22	14%	25	15%	32	20%	83	51%	27	14%
Vietnamese	6	1	25%	0	0%	1	25%	2	50%	2	33%

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Operational Excellence**

	Participants	Commit to the highest standards of customer service								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1373	284	25%	354	31%	307	27%	211	18%	217	16%
Jay Hansen (Trustee Area 1)	249	36	18%	68	33%	58	28%	43	21%	44	18%
Ellen Cochrane (Trustee Area 2)	223	40	23%	56	32%	47	26%	35	20%	45	20%
Christina Pritchett (Trustee Area 3)	147	37	30%	27	22%	38	30%	23	18%	22	15%
Gustavo Arroyo (Trustee Area 4)	307	85	30%	81	29%	68	24%	49	17%	24	8%
Diana Rodriguez (Trustee Area 5)	181	36	23%	58	37%	42	27%	22	14%	23	13%
Darrel Woo (Trustee Area 6)	171	35	27%	32	25%	36	28%	26	20%	42	25%
Jessie Ryan (Trustee Area 7)	95	15	19%	32	41%	18	23%	13	17%	17	18%

	Participants	Hire and support high quality staff, supported to do their best work, reflective of the diversity of our community								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1373	527	46%	265	23%	173	15%	191	17%	217	16%
Jay Hansen (Trustee Area 1)	249	95	46%	37	18%	32	16%	41	20%	44	18%
Ellen Cochrane (Trustee Area 2)	223	92	52%	37	21%	20	11%	29	16%	45	20%
Christina Pritchett (Trustee Area 3)	147	52	42%	34	27%	24	19%	15	12%	22	15%
Gustavo Arroyo (Trustee Area 4)	307	121	43%	73	26%	44	16%	45	16%	24	8%
Diana Rodriguez (Trustee Area 5)	181	62	39%	33	21%	26	17%	37	23%	23	13%
Darrel Woo (Trustee Area 6)	171	58	45%	35	27%	21	16%	15	12%	42	25%
Jessie Ryan (Trustee Area 7)	95	47	60%	16	21%	6	8%	9	12%	17	18%

	Participants	Identify and improve systems and practices for all operations and business services								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1373	202	18%	365	32%	427	37%	162	14%	217	16%
Jay Hansen (Trustee Area 1)	249	35	17%	67	33%	72	35%	31	15%	44	18%
Ellen Cochrane (Trustee Area 2)	223	27	15%	61	34%	70	39%	20	11%	45	20%
Christina Pritchett (Trustee Area 3)	147	27	22%	42	34%	45	36%	11	9%	22	15%
Gustavo Arroyo (Trustee Area 4)	307	46	16%	85	30%	111	39%	41	15%	24	8%
Diana Rodriguez (Trustee Area 5)	181	34	22%	45	29%	51	32%	28	18%	23	13%
Darrel Woo (Trustee Area 6)	171	27	21%	42	33%	42	33%	18	14%	42	25%
Jessie Ryan (Trustee Area 7)	95	6	8%	23	30%	36	46%	13	17%	17	18%

	Participants	Implement a robust data collection and reporting process								Missing	
		Ranked 1		Ranked 2		Ranked 3		Ranked 4			
		N	%	N	%	N	%	N	%	N	%
TOTAL	1373	143	12%	172	15%	249	22%	592	51%	217	16%
Jay Hansen (Trustee Area 1)	249	39	19%	33	16%	43	21%	90	44%	44	18%
Ellen Cochrane (Trustee Area 2)	223	19	11%	24	14%	41	23%	94	53%	45	20%
Christina Pritchett (Trustee Area 3)	147	9	7%	22	18%	18	14%	76	61%	22	15%
Gustavo Arroyo (Trustee Area 4)	307	31	11%	44	16%	60	21%	148	52%	24	8%
Diana Rodriguez (Trustee Area 5)	181	26	17%	22	14%	39	25%	71	45%	23	13%
Darrel Woo (Trustee Area 6)	171	9	7%	20	16%	30	23%	70	54%	42	25%
Jessie Ryan (Trustee Area 7)	95	10	13%	7	9%	18	23%	43	55%	17	18%

Note: SCUSD Strategic Plan Survey received 1743 responses.

**Sacramento City Unified School District
2015-2016 Strategic Plan Survey - Goal: Operational Excellence**



Strategic Plan 2016-2021: Revised Conceptual Draft

Board Presentation 2/18/2016

Please note:

Revisions to the plan are in **red** if they are new to the document, and in **blue** if the text was moved from a different goal area.

SCUSD Mission

Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

SCUSD Vision

Every student is a responsible, productive citizen in a diverse and competitive world.

SCUSD Core Values

- **Equity:** All students will receive instruction and intervention supports where needed to be successful and to reduce educational and opportunity gaps in our community.
- **Achievement:** Students will be provided with a relevant, rigorous and well-rounded curriculum, with the expectation that all will be well prepared for a career or post-secondary education.
- **Integrity:** Communication and interaction among and between students, parents, staff and community partners is defined by mutual respect, trust and support.
- **Accountability:** Commitment to transparency and ongoing review of data will create a culture focused on results and continuous improvement.
- **Efficiency:** Financial and human resources are managed effectively and prioritized to meet goals and expectations.
- **Excellence:** *SCUSD will be a service-focused organization. We will consistently serve students, families, staff and community with efficient and effective programs, practices, policies and procedures at every point of contact across the district.*



Goal: College, Career and Life Ready

SCUSD will challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college and career, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance.

Note: This goal aligns to Local Control and Accountability Plan Priority Areas 1 (Basic Services), 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes).

Action	Proposed Services
Improve and expand the implementation of standards-based curriculum	<ul style="list-style-type: none"> • <i>Implement standards in all areas: English Language Development, Next Generation Science Standards, Visual and Performing Arts, Physical Education, and continue implementation of Common Core State Standards</i> • <i>Improve assessments to measure student progress</i>
Expand and improve interventions and academic supports for all students	<ul style="list-style-type: none"> • <i>Build systems that lead to positive outcomes for students of color, low income, English Learners, foster and homeless youth.</i> • <i>Expand access to Preschool and Transitional Kindergarten</i> • <i>Review Special Education services</i> • <i>Offer more options for personalized learning including, but not limited to, tutoring, independent study, credit recovery</i> • <i>Implement A-G requirements for high school diploma</i>
Expand approaches to instruction	<ul style="list-style-type: none"> • <i>Create an SCUSD brand that may include “Destination Schools”</i> • <i>Replicate innovative school designs</i> • <i>Expand and improve use of instructional technology</i> • <i>Increase options for work-based learning</i> • <i>Increase participation in Advanced Placement, dual enrollment, and college partnerships</i>
Hire, support, and retain high quality employees, reflective of the diversity of our community. Improve teacher and leader practice	<ul style="list-style-type: none"> • <i>Create strategies to recruit and hire more diverse staff</i> • <i>Build structures for professional learning and collaboration among networks of teachers and leaders to support specific student sub-group performance and instructional technology application.</i> • <i>Build a structure of support for all SCUSD staff</i>



Goal: Safe, **Emotionally Healthy** and Engaged Students

SCUSD will **provide supports and opportunities to ensure that every student succeeds, with** safe school environments that foster student engagement, promote daily attendance, and remove barriers to learning.

Note: This goal aligns to Local Control and Accountability Plan Priority Areas 1 (Basic Services), 5 (Pupil Engagement) and 6 (School Climate).

Action	Proposed Services
Provide students and staff with culturally relevant social, emotional, and health supports to ensure positive school climates	<ul style="list-style-type: none"> • Ensure a positive school climate at every school using the approach to behavior supports indicated for the school culture and population • Increase access to wrap-around health and mental health services
Build and maintain safe and supportive school climates <i>*This has been rolled into the action above</i>	This could include districtwide implementation of positive school climate supports such as Restorative Practices, Bullying Prevention and Positive Behavioral Interventions and Supports (PBIS). *Specific program names are not used in the strategic plan
Ensure clean, safe, and welcoming environments conducive to learning	<ul style="list-style-type: none"> • Maintain clean, safe and appealing facilities • Build, acquire and/or expand facilities sufficiently to meet students' learning needs • Provide sufficient staffing, training, and communication to ensure campus safety and school environments that are welcoming to all stakeholders and support the student experience.
Provide additional opportunities for high quality learning	<ul style="list-style-type: none"> • Increase access to expanded learning programs and summer learning • Expand Men's and Women's Leadership Academies • Encourage participation in service learning projects
Support all students to navigate the path to college or career	<ul style="list-style-type: none"> • Implement a comprehensive system to provide students and their families with the tools to succeed in post-secondary endeavors • Provide opportunities to expose students to colleges and universities • Support the Sacramento Pathways to Success initiative



Goal: Family and Community Empowerment

SCUSD will commit to a welcoming school environment for our community; and provide tools and family empowerment opportunities that are linked to supporting student academic achievement and social emotional competencies in order for families to be equal and active partners in their child’s educational success.

Note: This goal aligns to Local Control and Accountability Plan Priority Areas 1 (Basic Services), 3 (Parental Involvement) and 5 (Pupil Engagement).

Action	<i>Proposed Services</i>
Continue to build parent capacity for empowerment	<ul style="list-style-type: none"> • <i>Expand the Parent Leadership Pathway</i> • <i>Increase participation in home visits</i> • <i>Provide culturally competent communication to families with translation and accessible language.</i>
Ensure that schools are welcoming to all members of the community	<ul style="list-style-type: none"> • <i>Facilitate Parent Resource Centers at school sites</i> • <i>Train staff on effective models for parent engagement</i> • <i>Expand facility availability outside of the school day</i>
Maintain, foster, and strengthen community partnerships	<ul style="list-style-type: none"> • <i>Offer parent workshops in the community</i> • <i>Partner with higher education institutions to provide enriching experiences for families</i>



Goal: ~~Operational Excellence~~

This goal has been eliminated in name. Excellence is the base of our plan, added to Core Values

SCUSD will be a service-focused organization. We will consistently serve students, families, staff and community with efficient and effective programs, practices, policies and procedures at every point of contact across the district. **Moved to Core Values**

Note: This goal aligns to Local Control and Accountability Plan Priority Area 1 (Basic Services). *Pertinent action moved to College, Career and Life Ready*

Action	Example Services	
Commit to the highest standards of customer service	<i>This could include establishing districtwide standards for customer service, training staff, and developing a customer service measurement tool for each district department.</i>	<i>This can be addressed in other ways</i>
Hire, support, and retain high quality staff, reflective of the diversity of our community	<i>This could include a focus on recruiting and hiring more diverse staff, and building a structure of support for all SCUSD staff.</i>	<i>This was moved to College, Career and Life Ready, and included with "Improve Teacher and Leader Practice"</i>
Identify and improve systems and practices for all operations and business services	<i>This could include a review of district systems and practices to establish standard operating procedures, training staff on those procedures, and identifying and addressing inefficiencies.</i>	<i>This can be addressed in other ways</i>
Implement a robust data collection and reporting process	<i>This would include developing and using data to ensure all programs, policies, and procedures are implemented effectively and can be measured for impact on student achievement and district operations.</i>	<i>This can be addressed in other ways</i>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1

Meeting Date: February 18, 2016

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 December 15, 2015 through January 14, 2016
- Enrollment and Attendance Report for Month 4 Ending December 18, 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 for the Period of December 15, 2015 through January 14, 2016
2. Enrollment and Attendance Report for Month 4 Ending December 18, 2015

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent

Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B16-00729	AMERICAN ARBITRATION ASSOC INC	BLANKET ORDER FOR ARBITRATIONS	ADMIN-LEGAL COUNSEL	01	2,000.00
B16-00730	ENTERPRISE CAR RENTAL INC	ENTERPRISE RENTAL 2015-2016 - FOR ALHS BASKETBALL	AMERICAN LEGION HIGH SCHOOL	01	1,300.00
B16-00731	BUCKMASTER OFFICE SOLUTIONS	ENROLLMENT CENTER FOLDING MACHINE REPAIR	ENROLLMENT CENTER	01	600.00
B16-00732	CARTRIDGE WORLD	INKJET/TONER CARTRIDGES - CARTRIDGE WORLD	TRANSPORTATION SERVICES	01	2,500.00
B16-00733	SIGNATURE REPROGRAPHICS	0024-411-0220 BOWLING GREEN DRY ROT/CNCRTE	FACILITIES SUPPORT SERVICES	01	250.00
B16-00734	SIGNATURE REPROGRAPHICS	0277-411-0228 P. BURNETT WNDW/WALL/DOORS.	FACILITIES SUPPORT SERVICES	01	300.00
B16-00735	SIGNATURE REPROGRAPHICS	0114-411-0256 CAP CITY (FREEPORT) CNCRTE WLKWYS	FACILITIES SUPPORT SERVICES	01	250.00
B16-00736	HANNIBAL'S CATERING	CATERING FOR MEETING EVENTS CAREER TECH ED	CAREER & TECHNICAL PREPARATION	01	800.00
B16-00737	FEDEX	(FEDEX) 2015-2016 ACCOUNT #715759268	RESEARCH & EVALUATION SERVICES	01	1,000.00
B16-00738	PEAK TECHNOLOGIES INC	SERVICE CONTRACT ON BOTH FOLDER/ SEALERS	INFORMATION SERVICES	01	3,897.00
CHB16-00360	OFFICE DEPOT ACCT. #89574939	BO FOR HEALTH PROFESSIONS AND HIRAM JOHNSON	ACADEMIC ACHIEVEMENT	01	500.00
CHB16-00361	RAY MORGAN/SCUSD	CANON COPIER	OAK RIDGE ELEMENTARY SCHOOL	01	12,000.00
CHB16-00362	RAY MORGAN/SCUSD	CANON COPIER	LEATAATA FLOYD ELEMENTARY	01	6,500.00
CHB16-00363	U S BANK/SCUSD	CLASSROOM SUPPLIES/SUPPLEMENTARY MATERIALS	LUTHER BURBANK HIGH SCHOOL	01	3,000.00
CS16-00284	TRANSACT COMMUNICATIONS LLC	CGCSKPI PROTOOLS ANNUAL SUBSCRIPTION	BUSINESS SERVICES	01	3,200.00
CS16-00285	ENVISION EDUCATION	ENVISION- ENVISION LEARNING PARTNERS (ELP)	ACADEMIC ACHIEVEMENT	01	23,800.00
CS16-00286	EATON INTERPRETING SERVICE	INTERPRETING SERVICES	SEQUOIA ELEMENTARY SCHOOL	01	350.00
CS16-00287	WARREN CONSULTING ENG INC	0148-410-0252 LEATA FLYD PAV (PKING LOT) *2NDARY	FACILITIES SUPPORT SERVICES	01	3,000.00
CS16-00288	WALLACE KUHL AND ASSOC INC	0269-411-0237 PACIFIC AC PAVING RPLCE	FACILITIES SUPPORT SERVICES	01	4,000.00
CS16-00289	WARREN CONSULTING ENG INC	0530-412-0202 LUTHER BURBANK CNCRTE	FACILITIES SUPPORT SERVICES	01	5,000.00
CS16-00290	WALLACE KUHL AND ASSOC INC	0265-410-0191 OAK RIDGE AC PAVING REPLACEMENT	FACILITIES SUPPORT SERVICES	01	3,000.00
CS16-00291	CAYEN SYSTEMS, LLC	CAYEN SYSTEM/2015-16 SES	CONSOLIDATED PROGRAMS	01	1,500.00
CS16-00292	HEARTBEAT CPR EDUCATORS	CPR RECERTIFICATION FOR SCHOOL NURSES 1/26/2016	HEALTH SERVICES	01	1,040.00

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00293	ARCHITECTURAL RESEARCH CONSULTANTS, INCORPORATED	BOUNDARY WORK	FACILITIES SUPPORT SERVICES	01	3,863.69
CS16-00294	LIONAKIS	707-0363 THEO JUDAH NEW CLSRM BLDG	FACILITIES SUPPORT SERVICES	21	20,000.00
CS16-00295	APRIANT, INC.	BUSINESS PROCESSES REVIEW FOR BUS SVCS SOFTWARES	BUSINESS SERVICES	01	762,000.00
CS16-00296	DLW CONSULTING LLC	SOFTWARE IMPLEMENTATION TO MAX EFFICIENCY	BUSINESS SERVICES	01	409,585.00
CS16-00297	HMC ARCHITECTS	0265-412-0198 OAK RIDGE PORT BLDG REPLACEMENT	FACILITIES SUPPORT SERVICES	01	5,775.00
CS16-00298	HMC ARCHITECTS	0530-413-0230 LUTHER BURBANK KITCHEN REPAIRS	FACILITIES SUPPORT SERVICES	01	14,624.00
CS16-00299	HMC ARCHITECTS	0024-412-0245 BOWLING GREEN RR FLRING REPLACE	FACILITIES SUPPORT SERVICES	01	6,239.00
CS16-00300	HMC ARCHITECTS	0269-412-0238 PACIFIC GUARDRAILS	FACILITIES SUPPORT SERVICES	01	3,548.00
CS16-00301	HMC ARCHITECTS	0235-411-0260 MARK TWAIN ASPHLT/CONC WALKWYS	FACILITIES SUPPORT SERVICES	01	4,451.00
CS16-00302	HMC ARCHITECTS	0277-410-0210 PBURNETT STRUCTURAL/DRY ROT RPR	FACILITIES SUPPORT SERVICES	01	23,810.00
CS16-00303	HMC ARCHITECTS	0530-414-0233 LBURBANK 4-H BLDG REPLACEMENT	FACILITIES SUPPORT SERVICES	01	16,541.00
CS16-00304	HMC ARCHITECTS	0265-410-0191 OAK RIDGE AC PAV REPLACEMENT	FACILITIES SUPPORT SERVICES	01	12,642.00
CS16-00305	HMC ARCHITECTS	0390-411-0216 WOODBINE AC PAVING (2015/2016)	FACILITIES SUPPORT SERVICES	01	18,298.00
CS16-00306	HMC ARCHITECTS	0114-410-0211 FREEPORT AC PAV REPLACEMENT	FACILITIES SUPPORT SERVICES	01	14,207.00
CS16-00307	HMC ARCHITECTS	0277-411-0228 PBURNETT WINDOW WALL SYS/DOORS	FACILITIES SUPPORT SERVICES	01	36,975.00
CS16-00308	HMC ARCHITECTS	0148-410-0252 LEATA FLYD PAV (PKING LOT) *2NDARY	FACILITIES SUPPORT SERVICES	01	30,691.00
CS16-00309	HMC ARCHITECTS	0235-410-0178 MARK TWAIN ROOFS (ADMIN BLDG)	FACILITIES SUPPORT SERVICES	01	39,663.00
CS16-00310	HMC ARCHITECTS	0024-413-0262 BOWLING GREEN ROOF REPAIRS	FACILITIES SUPPORT SERVICES	01	64,652.00
CS16-00311	HMC ARCHITECTS	0108-412-0193 ETHEL BAKER AC PAVING (2015/2016)	FACILITIES SUPPORT SERVICES	01	39,884.00
CS16-00312	HMC ARCHITECTS	0229-410-0204 MARK HOPKINS PLYFLDS (BALLFLD DRAIN)	FACILITIES SUPPORT SERVICES	01	80,827.00
CS16-00313	LIONAKIS	0450-412-0226 KIT CARSON BOILER RPLCEMENT	FACILITIES SUPPORT SERVICES	01	16,447.00
CS16-00314	JONATHAN DUECK	JONATHAN DUECK - PRESCHOOL TEACHERS	CHILD DEVELOPMENT PROGRAMS	12	5,400.00

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00315	GRACE BOGITINI	SUB CONTRACTORS	AFTER SCHOOL SERVICES	01	12,992.00
CS16-00316	HMR ARCHITECTS INC	0495-402 WILL C WOOD SHADE STRUCTURE	FACILITIES SUPPORT SERVICES	21	12,390.00
CS16-00317	HMC ARCHITECTS	0024-411-0220 BOWLING GREEN DRY ROT/CONC ASPHLT	FACILITIES SUPPORT SERVICES	01	14,106.00
CS16-00318	HMC ARCHITECTS	0114-411-0256 FREEPORT CONCRETE WALKWAYS	FACILITIES SUPPORT SERVICES	01	10,130.00
CS16-00319	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE ADMIN COHORT PROGRAM 2015	HUMAN RESOURCE SERVICES	01	9,000.00
CS16-00320	TRAMUTOLA, LLC SIDEWALK STRATE GIES	TRAMUTOLA Proposal Parcel Tax Feasibility Study	BOARD OF EDUCATION	01	62,500.00
CS16-00321	HMC ARCHITECTS	0024-416 BOWLING GREEN MCCOY PAV CRACK FILL	FACILITIES SUPPORT SERVICES	21	48,000.00
CS16-00322	HMC ARCHITECTS	0530-411-0199 LBURBANK ASPHALT	FACILITIES SUPPORT SERVICES	01	263,202.00
CS16-00323	HMC ARCHITECTS	0530-412-0202 LUTHER BURBANK CONCRETE (2015/2016)	FACILITIES SUPPORT SERVICES	01	96,781.00
CS16-00324	HMC ARCHITECTS	0277-412-0229 PETER BURNETT ROOF REPAIR	FACILITIES SUPPORT SERVICES	01	117,766.00
CS16-00325	LIONAKIS	0450-409 KIT CARSON POWER UPGRADE	FACILITIES SUPPORT SERVICES	21	96,000.00
CS16-00326	MARY JEAN QUIRK DBA NORCAL BAT S	BAT CLASSROOM PRESENTATIONS-2016	CAMELLIA BASIC ELEMENTARY	01	300.00
CS16-00327	WARREN CONSULTING ENG INC	0122-415-0242 FRUIT RDGE PVING PLYGRND DRN	FACILITIES SUPPORT SERVICES	01	750.00
CS16-00328	WALLACE KUHL AND ASSOC INC	0550-410-0176 SAC HIGH PVLN GYM CNCRTE	FACILITIES SUPPORT SERVICES	01	2,500.00
CS16-00329	WALLACE KUHL AND ASSOC INC	0108-412-0193 ETHEL I BAKER AC PVING	FACILITIES SUPPORT SERVICES	01	3,250.00
CS16-00330	NATIONAL ANALYTICAL LAB INC	0108-414-0219 ETHEL BAKER PORT REPLACE (P06)	FACILITIES SUPPORT SERVICES	01	625.00
CS16-00332	WALLACE KUHL AND ASSOC INC	0101-411-0236 SUSAN B ANTHONY AC PAVING	FACILITIES SUPPORT SERVICES	01	4,000.00
CS16-00334	WARREN CONSULTING ENG INC	0235-411-0260 MARK TWAIN ASPHLT/CNCRTE	FACILITIES SUPPORT SERVICES	01	2,500.00
CS16-00335	SACRAMENTO YOUTH SYMPHONY	MOU with Sacramento Youth Symphony	ACADEMIC OFFICE	01	44,474.50
CS16-00336	HMC ARCHITECTS	0114-412-0257 FREEPORT AC PAVING/CONCRTE	FACILITIES SUPPORT SERVICES	01	15,938.00
CS16-00337	CITY YEAR, INC.	WHOLE SCHOOL WHOLE CHILD MODEL PROGRAM	YOUTH DEVELOPMENT	01	530,000.00
CS16-00338	NATIONAL ANALYTICAL LAB INC	0108-414-0219 ETHEL I BAKER PRTBLE REPLACEMNT	FACILITIES SUPPORT SERVICES	01	1,201.50
CS16-00339	UNIVERSITY ENTERPRISES INC OFF ICE OF RESEARCH/CONTRACTS	CALIFORNIA STATE UNIVERSITY/SCUSD/SAC CITY COLLEGE	ACADEMIC ACHIEVEMENT	01	30,000.00

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00340	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	LEADERSHIP INSTITUTE PROGRAM	DEPUTY SUPERINTENDENT	01	30,000.00
CS16-00341	WARREN CONSULTING ENG INC	0122-414-0241 FRUIT RIDGE PVING FRNT DRN	FACILITIES SUPPORT SERVICES	01	1,250.00
CS16-00342	WARREN CONSULTING ENG INC	0122-421-0243 FRUIT RDGE PVING (KINDER/S.PRKING)	FACILITIES SUPPORT SERVICES	01	3,000.00
P16-01990	PRO ED INC	SPEECH EVAL FORMS (SOCIAL LANG)	SPECIAL EDUCATION DEPARTMENT	01	414.47
P16-02032	SUTTER MIDDLE SCHOOL	Sutter Basketball Tournament	JOHN H. STILL - K-8	01	200.00
P16-02039	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	598.81
P16-02117	KAYE PRODUCTS	THERAPY ITEMS (MTU)	SPECIAL EDUCATION DEPARTMENT	01	370.26
P16-02177	CDW-G C/O PAT HEIN	MS SURFPRO 4 FOR ELLIOT LOPEZ	INFORMATION SERVICES	01	2,946.47
P16-02178	TAYCO SCREENPRINT INC	LOGO DECALS FOR SAFETY HARDHATS	FACILITIES MAINTENANCE	01	417.00
P16-02179	DAVID RODRIGUEZ	REIMBURSEMENT FOR DAVID RODRIGUEZ	HUMAN RESOURCE SERVICES	01	870.00
P16-02180	EASTBAY INC	TRACK UNIFORMS	LUTHER BURBANK HIGH SCHOOL	01	1,852.73
P16-02181	EASTBAY INC	EASTBAY - TEAM SALES	WEST CAMPUS	01	2,423.33
P16-02182	GALLS INC	CJA - WINDBREAKERS	JOHN F. KENNEDY HIGH SCHOOL	01	1,886.81
P16-02183	ZYTECH SOLUTIONS INC	TECHNOLOGY SOFT/HARDWARE FOR STUDENTS	GOLDEN EMPIRE ELEMENTARY	01	444.57
P16-02184	U S BANK/SCUSD	SUPPER PROGRAM IGLOOS	NUTRITION SERVICES DEPARTMENT	13	18,353.86
P16-02185	P & R PAPER SUPPLY COMPANY	5005 HAIR NETS/DISP TOWELS 12/17/15	NUTRITION SERVICES DEPARTMENT	13	2,491.16
P16-02186	SYSCO FOOD SVCS OF SACRAMENTO	4993 EGGO WAFFLES 1/15/16	NUTRITION SERVICES DEPARTMENT	13	4,060.10
P16-02187	SYSCO FOOD SVCS OF SACRAMENTO	4994 EGGO WAFFLES 2/5/16	NUTRITION SERVICES DEPARTMENT	13	4,235.00
P16-02188	SYSCO FOOD SVCS OF SACRAMENTO	5007 LEMON TEA BREAD 12/18/15	NUTRITION SERVICES DEPARTMENT	13	1,832.11
P16-02189	SUN RIVER CLEANERS	LAW ACAD UNIFORM CLEANING	HIRAM W. JOHNSON HIGH SCHOOL	01	1,881.00
P16-02190	SCREENPRINTING HERE	T-SHIRTS FOR LAW ACADEMY	HIRAM W. JOHNSON HIGH SCHOOL	01	1,019.03
P16-02191	Dept#40306 ASR-SACRAMENTO UNIFORMS	UNIFORMS FOR CJA	JOHN F. KENNEDY HIGH SCHOOL	01	1,376.13
P16-02192	JOE SUN & COMPANY	LAW ACADEMY UNIFORMS & ALTERATIONS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,040.05
P16-02193	CDW-G C/O PAT HEIN	LO JACK FOR MACBOOK AIRS @ JOHN STILL SCHOOL	INFORMATION SERVICES	01	2,194.30

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02194	JOHN WARREN	SUPPLEMENTAL SCIENCE SUPPLY REIMBURSEMENT	C. K. McCLATCHY HIGH SCHOOL	01	568.79
P16-02195	Apple Inc Apple Financial Services	LAPTOPS FOR NURSES	HEALTH SERVICES	01	37,229.55
P16-02196	Apple Inc Apple Financial Services	IPADS FOR HPHS/ MEDICAL ENGLISH/MARLA JOHNSON	ACADEMIC ACHIEVEMENT	01	4,704.44
P16-02197	NWN CORPORATION	PRINTERS FOR CLASSROOMS	MATSUYAMA ELEMENTARY SCHOOL	01	956.97
P16-02198	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	PROJECTORS FOR CLASSROOMS	MATSUYAMA ELEMENTARY SCHOOL	01	1,061.13
P16-02199	OFFICE DEPOT ACCT. #89574939	COPY PAPER	SAM BRANNAN MIDDLE SCHOOL	01	768.18
P16-02200	OFFICE DEPOT ACCT. #89574939	STUDENT SKETCHBOOKS	SAM BRANNAN MIDDLE SCHOOL	01	1,004.44
P16-02201	OFFICE DEPOT ACCT. #89574939	OFFICE DEPOT - School Science Program	CAPITAL CITY SCHOOL	01	526.20
P16-02202	OFFICE DEPOT ACCT. #89574939	FILE CABINET FOR SITE SOCIAL WORKER	AMERICAN LEGION HIGH SCHOOL	01	70.79
P16-02203	OFFICE DEPOT ACCT. #89574939	LIGHT BULBS AND DOOR STOPS	ROSEMONT HIGH SCHOOL	01	58.38
P16-02204	OFFICE DEPOT ACCT. #89574939	HEALTH ACADEMY SUPPLY ORDER	HIRAM W. JOHNSON HIGH SCHOOL	01	1,404.98
P16-02205	INTERNATIONAL INSTITUTE FOR RE STORATIVE PRACTICES	PBIS BOOKS FOR 3-SCHOOL TRAINING JAN/FEB. 2016	EQUITY, ACCESS & EXCELLENCE	01	2,729.31
P16-02206	FOLLETT SCHOOL SOLUTIONS	Support materials for Teacher	KIT CARSON MIDDLE SCHOOL	01	654.91
P16-02207	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Susan B. Anthony	LIBRARY/TEXTBOOK SERVICES	01	283.48
P16-02208	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Nicholas	LIBRARY/TEXTBOOK SERVICES	01	161.87
P16-02209	FOLLETT SCHOOL SOLUTIONS	MEDICAL BOOKS FOR HEALTH PROFESSIONS/ENDOWMENT	ACADEMIC ACHIEVEMENT	01	1,261.28
P16-02210	FOLLETT SCHOOL SOLUTIONS	CURRICULUM FOR COMMON CORE/MR. ROBERTS	ETHEL I. BAKER ELEMENTARY	01	198.11
P16-02211	Apple Inc Apple Financial Services	2015 APPLE LAPTOPS/CART	BG CHACON ACADEMY	09	130,273.83
P16-02212	SYSCO FOOD SVCS OF SACRAMENTO	5006 CANNED FRUIT 12/17/15	NUTRITION SERVICES DEPARTMENT	13	11,252.64
P16-02213	SYSCO FOOD SVCS OF SACRAMENTO	4992 EGGO WAFFLES 12/14/15	NUTRITION SERVICES DEPARTMENT	13	5,197.50
P16-02214	OFFICE DEPOT ACCT. #89574939	JCBA PRINTER SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	831.07
P16-02215	VIETNAMESE AMERICAN COMMUNITY	VIETNAMESE AMERICAN - BOOTH SPACE	CHILD DEVELOPMENT PROGRAMS	12	200.00
P16-02217	BARNES & NOBLE BOOKSTORE	BOOKS FOR ENGLISH CLASSES	CAPITAL CITY SCHOOL	01	357.83

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02218	BARNES & NOBLE BOOKSTORE	BARNES AND NOBLE BOOK ORDER/ INTERVENTION	SUTTERVILLE ELEMENTARY SCHOOL	01	726.45
P16-02219	BARNES & NOBLE BOOKSTORE	CLASSROOM BOOKS	OAK RIDGE ELEMENTARY SCHOOL	01	263.08
P16-02220	BARNES & NOBLE BOOKSTORE	BOOKS FOR 5/6 COMBO CLASS	OAK RIDGE ELEMENTARY SCHOOL	01	1,001.11
P16-02221	BARNES & NOBLE BOOKSTORE	READING INTERVENTIONS	HUBERT H BANCROFT ELEMENTARY	01	744.91
P16-02222	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Susan B. Anthony	LIBRARY/TEXTBOOK SERVICES	01	318.13
P16-02223	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Nicholas	LIBRARY/TEXTBOOK SERVICES	01	809.05
P16-02224	DISCOUNT SCHOOL SUPPLY FILE #7 3847	HS HV SUPPLIES - CANDICE INGLE	CHILD DEVELOPMENT PROGRAMS	12	186.15
P16-02225	DISCOUNT SCHOOL SUPPLY FILE #7 3847	HS/ST CLASS SUPPLIES - ALMA BELL	CHILD DEVELOPMENT PROGRAMS	12	106.58
P16-02226	DEMCO INC #C16027	LEVEL LABELS FOR LIBRARY BOOKS	EARL WARREN ELEMENTARY SCHOOL	01	280.08
P16-02227	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	MEDICAL BOOKS FOR HEALTH PROFESSIONS/ENDOWMENT	ACADEMIC ACHIEVEMENT	01	253.32
P16-02228	ONE STEP AHEAD/LEAP & BOUNDS	LAURI MAYFIELD-SERNA CENTER	CHILD DEVELOPMENT PROGRAMS	12	868.87
P16-02229	ELSEVIER INC	MEDICAL BOOKS/HEALTH PROFESSIONS/ENDOWMENT	ACADEMIC ACHIEVEMENT	01	375.63
P16-02230	ACADEMIC THERAPY PUBLICATION H IGH NOON BOOKS	VISUAL PERCEPTION TEST -3	SPECIAL EDUCATION DEPARTMENT	01	289.20
P16-02231	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVAL FORMS (KABC-II/NNAT-A)	SPECIAL EDUCATION DEPARTMENT	01	1,241.24
P16-02232	MUSICIANS FRIEND	STUDIO CAPTURE USB AUDIO FOR MUSIC CLASS	ROSEMONT HIGH SCHOOL	01	866.92
P16-02233	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	GOLDMAN-FRISTOE (SPEECH)	SPECIAL EDUCATION DEPARTMENT	01	329.76
P16-02234	NASCO	PLAYGROUND AND PE EQUIPMENT	OAK RIDGE ELEMENTARY SCHOOL	01	1,042.54
P16-02235	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	EPSON REPLACEMENT LAMPS FOR CLASS PROJ 12/15	CAMELLIA BASIC ELEMENTARY	01	434.00
P16-02236	SCHOOL HEALTH CORPORATION CUST #4523	FOR ALEXIS KOREN	AFTER SCHOOL SERVICES	01	364.68
P16-02237	PCMG PC MALL GOV	HARD DRIVE FOR COMPUTERS	HOLLYWOOD PARK ELEMENTARY	01	594.54
P16-02238	HARLAND TECHNOLOGY SERVICES	SCANTRON SCORE SCANNER	JOHN F. KENNEDY HIGH SCHOOL	01	635.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02239	POSMICRO.COM ATTN: ACCOUNTS RE CEIVABLE	BARCODE SCANNER FOR LIBRARY	OAK RIDGE ELEMENTARY SCHOOL	01	83.00
P16-02240	GOPHER SPORT	PE SUPPLIES/ GOPHER/ PLEASE RUSH ORDER	SUTTERVILLE ELEMENTARY SCHOOL	01	252.30
P16-02241	FOLKMANIS PUPPETS	FIRST 5 PLAYGROUP EDUCATIONAL PUPPETS	CHILD DEVELOPMENT PROGRAMS	12	459.42
P16-02242	KLINE MUSIC INC	Musical Instruments for Music Library	ACADEMIC OFFICE	01	11,171.63
P16-02243	FRANKLIN COVEY CLIENT SALES IN C.	THE FRANKLIN COVEY - 7 HABITS	SUTTERVILLE ELEMENTARY SCHOOL	01	81.38
P16-02244	JUNIOR LIBRARY GUILD	LIBRARY BOOKS	LUTHER BURBANK HIGH SCHOOL	01	345.65
P16-02246	SYSCO FOOD SVCS OF SACRAMENTO	5011 CANNED CORN 1/4/16	NUTRITION SERVICES DEPARTMENT	13	2,917.60
P16-02247	STATE OF CA FOOD DISTRIBUTION	5015 ROASTED CHKN 1/4/2016	NUTRITION SERVICES DEPARTMENT	13	1,040.00
P16-02248	FLINN SCIENTIFIC INC	SUPPLEMENTAL SCIENCE MATERIALS	FERN BACON MIDDLE SCHOOL	01	40.83
P16-02249	CDW-G C/O PAT HEIN	DOCUMENT CAMERAS; SAVED \$101.95	ABRAHAM LINCOLN ELEMENTARY	01	1,257.38
P16-02250	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	HEALTH ACADEMY SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	996.40
P16-02251	BATTERY SYSTEMS #07	CUSTODIAL CART BATTERIES	HIRAM W. JOHNSON HIGH SCHOOL	01	803.27
P16-02252	BATTERIES PLUS	BATTERIES FOR WALKIE TALKIES	OAK RIDGE ELEMENTARY SCHOOL	01	406.88
P16-02253	BATTERIES PLUS	REPL BATTERIES FOR TWO-WAY RADIOS	THEODORE JUDAH ELEMENTARY	01	366.19
P16-02254	ASSOCIATED SOUND	ASSOCIATED SOUND /BATTERY REPLACEMENT	SUTTERVILLE ELEMENTARY SCHOOL	01	153.97
P16-02255	ACHIEVEMENT PRODUCTS INC	LAURA MAYFIELD- SERNA CENTER	CHILD DEVELOPMENT PROGRAMS	12	2,023.87
P16-02256	POSMICRO.COM ATTN: ACCOUNTS RE CEIVABLE	BAR CODE SCANNER FOR LIBRARY	PONY EXPRESS ELEMENTARY SCHOOL	01	129.12
P16-02257	Personalized Learning Games	ZOO U LICENSES FOR SEL GRANT	SCHOOL CLIMATE	01	4,627.00
P16-02258	CORNERHOUSE PRINT	SCHOOL T-SHIRTS	H.W. HARKNESS ELEMENTARY	01	500.00
P16-02259	REALLY GOOD STUFF	SUPPLIES FOR RSP TEACHER	ETHEL I. BAKER ELEMENTARY	01	288.24
P16-02260	S&S DISCOUNT SPORTS & PE SUPPL	S&S WORLDWIDE PE EQUIPMENT FOR STUDENTS	ETHEL I. BAKER ELEMENTARY	01	250.56
P16-02261	PBS DISTRIBUTION	SOCIAL SCIENCE SUPPLEMENTAL SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	32.99
P16-02262	SCHOLASTIC, INC. ORDER DESK	READING BOOKS FOR THE LIBRARY	WILL C. WOOD MIDDLE SCHOOL	01	113.55
P16-02263	PAM RICE	NATIONAL GERMAN EXAM	C. K. McCLATCHY HIGH SCHOOL	01	504.00
P16-02264	SAGE PUBLICATIONS INC OUTSIDE THE BOX	GIFTED CHILD & JOUR. FOR ED. OF GIFTED SUBSCRI.	GIFTED AND TALENTED EDUCATION	01	122.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02265	THE ACADEMIC SOURCE, LLC	The Academic Source Instructional Use in Classroom	CAPITAL CITY SCHOOL	01	238.70
P16-02266	WIESER EDUCATIONAL INC	AGS AMER. LIT TEACHERS RESOURCE FOR INSTRUCTION	CAPITAL CITY SCHOOL	01	261.87
P16-02267	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CLASSROOM EQUIPMENT	OAK RIDGE ELEMENTARY SCHOOL	01	207.83
P16-02268	SCHOLASTIC, INC. ORDER DESK	SCIENCE WORLD/MARC NUTT	CALIFORNIA MIDDLE SCHOOL	01	182.88
P16-02269	STARFALL EDUCATION	WRITING JOURNALS FOR M.WILSON	ETHEL I. BAKER ELEMENTARY	01	57.19
P16-02270	ROBERT E SMITH dba ALL AWARDS	ID LANYARDS FOR STAFF	CAMELLIA BASIC ELEMENTARY	01	405.00
P16-02271	ROBERT E SMITH dba ALL AWARDS	CAMELLIA COMMUNITY PARK GARDEN BANNER	CAMELLIA BASIC ELEMENTARY	01	97.20
P16-02272	THE BOOKSOURCE	CURRICULUM FOR COMMON CORE/NENG HER	ETHEL I. BAKER ELEMENTARY	01	65.84
P16-02273	SQUARE ONE	FIRST 5 SUMMER CAMP & RAR BACKPACKS	CHILD DEVELOPMENT PROGRAMS	12	4,107.86
P16-02274	U S BANK/SCUSD	REFRIGERATOR FOR WORKDAY - BUSINESS SERVICES	BUSINESS SERVICES	01	135.73
P16-02275	Simply Made Apps	SIMPLE IN/OUT - PRO 50 ANNUAL	INFORMATION SERVICES	01	291.59
P16-02276	SACRAMENTO METRO CHAMBER OF COMMERCE	METRO CHAMBER MEMBERSHIP	STRATEGY & INNOVATION OFFICE	01	250.00
P16-02277	GBC GENERAL BINDING CORP ACCO BRANDS USA LLC	LAMINATOR FOR CLASSROOM	OAK RIDGE ELEMENTARY SCHOOL	01	1,768.75
P16-02278	RISO PRODUCTS OF SACRAMENTO	RISO AGREEMENT	WILL C. WOOD MIDDLE SCHOOL	01	193.00
P16-02279	UNIVERSAL PRINTING SOLUTIONS	TO PAY ONLY CONFIRMING REC. MATERIAL	ISADOR COHEN ELEMENTARY SCHOOL	01	486.71
P16-02280	STATE OF CA FOOD DISTRIBUTION	5017 FRZN OJ, FAJITA, CAN PEARS 2/1/2016	NUTRITION SERVICES DEPARTMENT	13	3,039.40
P16-02281	STATE OF CA FOOD DISTRIBUTION	5018 ROASTED CHKN 2/16/2016	NUTRITION SERVICES DEPARTMENT	13	2,082.60
P16-02282	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Caleb Greenwood	LIBRARY/TEXTBOOK SERVICES	01	597.79
P16-02283	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	3,208.75
P16-02284	FOLLETT SCHOOL SOLUTIONS	SUPPLEMENTAL NOVELS	SAM BRANNAN MIDDLE SCHOOL	01	593.54
P16-02285	U S BANK/SCUSD	AMAZON BOOKS - STUDENT/TEACHER GUIDE	KIT CARSON MIDDLE SCHOOL	01	278.21

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02286	U S BANK/SCUSD	The New World Spanish/English Dictionary	KIT CARSON MIDDLE SCHOOL	01	234.00
P16-02287	INFINITE CAMPUS INC	INFINITE CAMPUS ANNUAL SUPPORT/LICENSING, 2015-16	INFORMATION SERVICES	01	430,708.85
P16-02288	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	SPEECH: CELF & PLS	SPECIAL EDUCATION DEPARTMENT	01	1,250.77
P16-02289	YOLO BASIN FOUNDATION	3RD GR F/T DISCOVER THE FLY WAY	NEW JOSEPH BONNHEIM	09	200.00
P16-02290	U S BANK/SCUSD	CLASSROOM 18 LIBRARY	CESAR CHAVEZ INTERMEDIATE	01	84.00
P16-02291	U S BANK/SCUSD	BOOKS FOR MEDICAL/HIRAM JOHNSON/FOUCHARD/ENDOWMENT	ACADEMIC ACHIEVEMENT	01	108.33
P16-02292	U S BANK/SCUSD	BOOKS FOR HEALTH PROFESSIONS/ENDOWMENT	ACADEMIC ACHIEVEMENT	01	90.44
P16-02293	TAGUE BAND INSTRUMENT SERVICES	Musical Instruments	ACADEMIC OFFICE	01	2,278.50
P16-02294	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTERS	SAM BRANNAN MIDDLE SCHOOL	01	238.70
P16-02295	OFFICE DEPOT ACCT. #89574939	STUDENT HEADSETS	SAM BRANNAN MIDDLE SCHOOL	01	91.57
P16-02296	APPERSON PRINT MANAGEMENT SVCS	TEST SCANTRONS	SAM BRANNAN MIDDLE SCHOOL	01	613.72
P16-02297	HERFF JONES KARL HANF	HERFF JONES - CONFIRMING COMPLETE	GEO WASHINGTON CARVER	09	1,930.00
P16-02298	CREATIVE BUS SALES	CREATIVE BUS SALES - RECORDING SYSTEM	TRANSPORTATION SERVICES	01	4,674.75
P16-02299	FIRST ATTN: FINANCE	COMPETITION NORTH REGIONAL MAR 9-12, 2015	CAREER & TECHNICAL PREPARATION	01	5,000.00
P16-02300	U S BANK/SCUSD	STUDENT JOURNALS - SUPPL MTL \$1200SAVINGS PURCHAS	WILLIAM LAND ELEMENTARY	01	1,513.40
P16-02301	NATIONAL RETAIL FEDERATION	CUSTOMER SERVICE CLASS	NEW SKILLS & BUSINESS ED. CTR	11	374.55
P16-02302	SACRAMENTO PHILHARMONIC ORCHES TRA	Recorder Instruments for Music Program	ACADEMIC OFFICE	01	3,993.50
P16-02303	REALITY WORKS INC	ROSA GONZLEZ, ECE REALCARE 3-5 BABY KT	CAREER & TECHNICAL PREPARATION	01	5,262.45
P16-02304	ATHLETIC SUPPLY OF CALIFORNIA	POLO'S FOR THE NEW ADMIN TEAM	C. K. McCLATCHY HIGH SCHOOL	01	808.53
P16-02305	B STREET THEATRE	B STREET THEATRE	OAK RIDGE ELEMENTARY SCHOOL	01	800.00
P16-02306	STATE BOARD OF EQUALIZATION	UNDERGROUND STORAGE TANK FEE	FACILITIES MAINTENANCE	01	710.80
P16-02307	DEPARTMENT OF GENERAL SERVICES	0272-405-0160 PARKWAY ROOF CANOPIES	FACILITIES SUPPORT SERVICES	01	170.28

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02308	DEPARTMENT OF GENERAL SERVICES	0272-401 PARKWAY RESTROOMS	FACILITIES SUPPORT SERVICES	21	3,984.61
P16-02309	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	PETER BURNETT ELEMENTARY	01	1,513.90
P16-02311	RIVERSIDE PUBLISHING CO INC	WJ ACHIEVEMENT (ROSEMONT)	SPECIAL EDUCATION DEPARTMENT	01	897.87
P16-02312	OFFICE DEPOT ACCT. #89574939	ROOM 17-SPECIAL EDUCATION MATERIALS	CAROLINE WENZEL ELEMENTARY	01	174.10
P16-02313	ATHLETICS UNLIMITED	BASKETBALL UNIFORMS	SAM BRANNAN MIDDLE SCHOOL	01	1,729.05
P16-02314	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	3,135.69
P16-02315	AMSTERDAM PRINTING % ANN LONDON	academic planners	JOHN H. STILL - K-8	01	409.28
P16-02316	OFFICE DEPOT ACCT. #89574939	COPY PAPER	PONY EXPRESS ELEMENTARY SCHOOL	01	960.23
P16-02317	U S BANK/SCUSD	Academic Conversations	MULTILINGUAL EDUCATION DEPT.	01	1,052.49
P16-02318	CDW-G C/O PAT HEIN	HP Pro Book 640 Computers from CDW-G, Pat Hein	HEALTH PROFESSIONS HIGH SCHOOL	01	24,995.34
P16-02319	LAKESHORE LEARNING CORP ATTENTION: JON BELL	C.P. Huntington Preschool Room 22 Melissa Miller	CHILD DEVELOPMENT PROGRAMS	12	7,688.27
P16-02320	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SUSAN B. ANTHONY PRESCHOOL RM 24, Mary I.	CHILD DEVELOPMENT PROGRAMS	12	5,021.11
P16-02321	LAKESHORE LEARNING CORP ATTENTION: JON BELL	LEATAATA FLOYD PRESCHOOL, ROOM 2, CATHY VO	CHILD DEVELOPMENT PROGRAMS	12	2,173.62
P16-02322	LAKESHORE LEARNING CORP ATTENTION: JON BELL	PACIFIC PRESCHOOL, ROOM 18, ELLEN MAHAN	CHILD DEVELOPMENT PROGRAMS	12	5,361.83
P16-02323	LAKESHORE LEARNING CORP ATTENTION: JON BELL	PETER BURNETT PRESCHOOL, ROOM 3, ELAINE HILL	CHILD DEVELOPMENT PROGRAMS	12	4,139.11
P16-02324	LAKESHORE LEARNING CORP ATTENTION: JON BELL	JOHN STILL PRESCHOOL, ROOM K1, CHONG Y	CHILD DEVELOPMENT PROGRAMS	12	9,227.84
P16-02325	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HIRAM JOHNSON PRESCHOOL, ROOM B2, SUZIE SARABA	CHILD DEVELOPMENT PROGRAMS	12	3,127.87
P16-02326	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HIRAM JOHNSON PRESCHOOL, ROOM B1, HAFIZA SOFIZADA	CHILD DEVELOPMENT PROGRAMS	12	3,888.08
P16-02327	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CAPITAL CITY PRESCHOOL, ROOM 3, TERRI KOHNKE	CHILD DEVELOPMENT PROGRAMS	12	7,578.17
P16-02328	LAKESHORE LEARNING CORP ATTENTION: JON BELL	HARKNESS PRESCHOOL, ROOM 1, DIANE FRANCO	CHILD DEVELOPMENT PROGRAMS	12	10,843.05

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P16-02329	LAKESHORE LEARNING CORP ATTENTION: JON BELL	ROSA PARKS PRESCHOOL, ROOM H19, ANGELL MURRY	CHILD DEVELOPMENT PROGRAMS	12	11,071.92
P16-02330	LAKESHORE LEARNING CORP ATTENTION: JON BELL	ETHEL PHILLIPS PRESCHOOL, ROOM D8, JUDI POWELL	CHILD DEVELOPMENT PROGRAMS	12	11,385.46
P16-02331	CHANEY AND BRUCE EDUCATIONAL	SCHOOL READINESS KITS FOR EARLY KINDER	ACADEMIC OFFICE	01	150.00
P16-02332	U S BANK/SCUSD	Musical Instruments for Music Library	ACADEMIC OFFICE	01	1,104.51
P16-02333	SYSCO FOOD SVCS OF SACRAMENTO	5031 FROZEN OJ 2/19/16	NUTRITION SERVICES DEPARTMENT	13	3,912.00
P16-02334	Del Real, LLC	5055 TAMALES 2/16/16	NUTRITION SERVICES DEPARTMENT	13	3,803.40
P16-02335	SPIRITED FOODS	5063 FISH PATTY 2/26/16	NUTRITION SERVICES DEPARTMENT	13	4,850.00
P16-02336	SPIRITED FOODS	5064 FISH PATTY 3/18/16	NUTRITION SERVICES DEPARTMENT	13	4,850.00
P16-02337	SPIRITED FOODS	5065 FISH PATTY 4/15/16	NUTRITION SERVICES DEPARTMENT	13	4,850.00
P16-02338	SPIRITED FOODS	5066 FISH PATTY 5/6/16	NUTRITION SERVICES DEPARTMENT	13	4,850.00
P16-02339	LERNER PUBLISHING GROUP C/O SA RAH GROSS	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	169.72
P16-02340	ABDO PUBLISHING COMPANY C/O SA RAH GROSS	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	66.79
P16-02341	CHILD'S WORLD C/O SARAH GROSS	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	42.21
P16-02342	ROSEN PUBLISHING/POWER KIDS C/ O SARAH GROSS	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	516.35
P16-02343	CAPSTONE PRESS INC	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	79.16
P16-02344	OFFICE DEPOT ACCT. #89574939	HEALTH & MEDICAL SERVICES SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	929.03
P16-02345	OFFICE DEPOT ACCT. #89574939	KEURIG COFFEE BREWER #136557	BUSINESS SERVICES	01	141.04
P16-02346	RAY MORGAN/SCUSD	LONG-TERM COPIER RENTAL FOR WORKDAY PROJECT	INFORMATION SERVICES	01	1,200.00
P16-02347	DAILY JOURNAL CO INC	ADVERTISEMENT DEVELOPER FEES	FACILITIES SUPPORT SERVICES	01	841.13
P16-02348	INTERNATIONAL BACCALAUREATE	CALEB IB ANNUAL FEE INV#S050089	AREA ASSISTANT SUPERINTENDENTS	01	8,110.00
P16-02349	INFINITE CAMPUS INC	INTERGRATE SCOE FOSTER YOUTH WITH INFINITE CAMPUS	INFORMATION SERVICES	01	1,950.00
P16-02350	CITY OF SACRAMENTO REVENUE DIVISION	HOLLYWOOD PARK ES - SIDEWALK REPAIRS	FACILITIES MAINTENANCE	01	1,937.55

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02351	CITY OF SACRAMENTO REVENUE DIVISION	JOHN CABRILLO ES - SIDEWALK REPAIRS	FACILITIES MAINTENANCE	01	1,656.02
P16-02352	NATIONAL STUDENT CLEARINGHOUSE	RENEWAL FEE FOR STUDENT TRACKER HIGH SCHOOLS	RESEARCH & EVALUATION SERVICES	01	4,675.00
P16-02353	AMERICAN SOCIETY OF HEALTH SYSTEMS PHARMACISTS (ASHP)	ASHP/ACRREDITATION/PHARMACY PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	2,400.00
P16-02354	DEPARTMENT OF GENERAL SERVICES	0359-414-0240 TAHOE DOORS & WINDOWS	FACILITIES SUPPORT SERVICES	01	3,229.16
P16-02355	U S BANK/SCUSD	SUPPLIES FOR WELLNESS CENTER-BD MEMBER RYAN	OAK RIDGE ELEMENTARY SCHOOL	01	633.49
P16-02356	DEPARTMENT OF GENERAL SERVICES	0359-412-0189 TAHOE CEMENT PLASTER REPAIR	FACILITIES SUPPORT SERVICES	01	1,094.57
P16-02357	BAR HEIN CO	ENGINE FOR MOWER	FACILITIES MAINTENANCE	01	1,816.14
P16-02358	SHOWBIZ EVENT LIGHTING	STAGE BUILT FOR MEDIA CLASS	ROSEMONT HIGH SCHOOL	01	500.00
P16-02359	DEPARTMENT OF GENERAL SERVICES	0122-415-0242 FRUITRIDGE PAVING (PLYGRND DRAIN)	FACILITIES SUPPORT SERVICES	01	5,535.41
P16-02360	LINMOORE FENCING & IRON WORKS	PACIFIC SITE FENCING	FACILITIES MAINTENANCE	21	18,050.00
P16-02362	SAENZ LANDSCAPE CONSTRUCTION	0510-416 CKM CORE-DEMO AND FLR MOD	FACILITIES SUPPORT SERVICES	21	12,740.00
P16-02363	MCCUEN CONSTRUCTION, INC.	0410-423 AEINSTEIN HAND DRYERS & FLUSH VALVES	FACILITIES SUPPORT SERVICES	21	26,208.00
P16-02364	MCCUEN CONSTRUCTION, INC.	0035-423 CAMELLIA HAND DRYERS & FLUSH VALVES	FACILITIES SUPPORT SERVICES	21	15,172.00
P16-02365	MCCUEN CONSTRUCTION, INC.	0032-423 CALEB GREENWD HAND DRYERS & FLUSH VALVES	FACILITIES SUPPORT SERVICES	21	11,848.00
P16-02366	CULVER ARMATURE AND MOTOR SERV	MATERIALS/EQUIPMENT FOR PLUMBING SHOP	FACILITIES MAINTENANCE	01	1,365.08
P16-02367	Western Intergrated Tech	MATERIALS/EQUIPMENT FOR GLAZING SHOP	FACILITIES MAINTENANCE	01	2,874.21
P16-02368	VALLEY PRECISION GRADING INC	0043-410-0225 C.P.HUNT. DRNGE./ASPHLT PAVING	FACILITIES SUPPORT SERVICES	01	44,673.00
P16-02369	ADI	MATERIALS/EQUIPMENT FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	2,248.66
P16-02370	RESERVE ACCOUNT	POSTAGE FOR POSTAGE METER	HIRAM W. JOHNSON HIGH SCHOOL	01	3,750.00
P16-02371	ALL WEST COACHLINES INC	BUS FOR SLY PARK	OAK RIDGE ELEMENTARY SCHOOL	01	3,134.80
P16-02372	U S BANK/SCUSD	BOOK FROM AMAZON: IN THE ARENA, ISBN #1453865845	DEPUTY SUPERINTENDENT	01	453.80
P16-02373	ALL WEST COACHLINES INC	HP JOB SHAWDOW	ENGINEERING AND SCIENCES HS	01	797.90
P16-02374	U S BANK/SCUSD	BOOK FROM AMAZON: COHERANCE BY MICHAEL FULLAN	DEPUTY SUPERINTENDENT	01	545.59
P16-02375	B & H PHOTO	MEDIA CLASS SUPPLIES	ROSEMONT HIGH SCHOOL	01	910.98

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02376	EPAIGES DESIGN GROUP	WEBSITE HOSTING AND DOMAIN NAME	HIRAM W. JOHNSON HIGH SCHOOL	01	140.00
P16-02377	DATA MANAGEMENT INC	Tardy Slips	MARK TWAIN ELEMENTARY SCHOOL	01	303.90
P16-02378	CVS SYSTEMS INC.	US AND STATE FLAGS OUTDOOR	ALBERT EINSTEIN MIDDLE SCHOOL	01	58.09
P16-02379	CDW-G C/O PAT HEIN	EQUIP FOR SITE - MIKKO	THEODORE JUDAH ELEMENTARY	01	1,833.76
P16-02380	U S BANK/SCUSD	BBQ GRILLS FOR KIT CARSON/ROSEMONT	NUTRITION SERVICES DEPARTMENT	13	757.33
P16-02381	SACRAMENTO CITY COLLEGE BUSINE SS OFFICE RN173	SCC COURSE FOR SCUSD TEACHER	ACADEMIC OFFICE	01	633.00
P16-02382	STENED	COURT REPORTING BOOKS FOR RE-SALE	NEW SKILLS & BUSINESS ED. CTR	11	1,243.00
P16-02383	U S BANK/SCUSD	HDTV-DVD SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	216.99
P16-02384	NWN CORPORATION	HP WIRELESS NOTEBOOK 6730b	KIT CARSON MIDDLE SCHOOL	01	2,069.42
P16-02385	RISO PRODUCTS OF SACRAMENTO	Classroom Supplies	PHOEBE A HEARST BASIC ELEM.	01	477.40
P16-02386	NWN CORPORATION	HP LASERJET PRO M252DW COLOR PRINTER	WEST CAMPUS	01	239.79
P16-02387	OFFICE DEPOT ACCT. #89574939	HEADPHONES FOR LAB AND COMPUTER CARTS	ISADOR COHEN ELEMENTARY SCHOOL	01	287.97
P16-02388	NORTHSTAR AV	OVERHEAD PROJECTOR BULBS-PIATT	KIT CARSON MIDDLE SCHOOL	01	442.68
P16-02389	FLINN SCIENTIFIC INC	SUPPLIES FOR SCIENCE CLASSES	WILL C. WOOD MIDDLE SCHOOL	01	219.50
P16-02390	PALOS SPORTS	PE EQUIPMENT	EARL WARREN ELEMENTARY SCHOOL	01	82.94
P16-02391	SYSCO FOOD SVCS OF SACRAMENTO	5012 CANNED CORN 1/8/16	NUTRITION SERVICES DEPARTMENT	13	7,090.72
P16-02392	Area Restroom Solutions	AREA RESTROOM SOLUTIONS	TRANSPORTATION SERVICES	01	225.00
P16-02393	U S BANK/SCUSD	ATTENDANCE TRACKING DIGITAL TIME CLOCK	CALIFORNIA MIDDLE SCHOOL	01	250.47
P16-02394	U S BANK/SCUSD	ITEMS FOR 504 ACCOMMODATIONS	INTEGRATED COMMUNITY SERVICES	01	35.69
P16-02395	U S BANK/SCUSD	RUSH-BRAINPOP SUBSCRIPTION	FERN BACON MIDDLE SCHOOL	01	220.00
P16-02396	U S BANK/SCUSD	3D FILAMENT FUN PACK/CCBETTER INTELLIGENT 3D PEN	CALIFORNIA MIDDLE SCHOOL	01	124.64
P16-02397	NWN CORPORATION	WIDESCREEN LED MONITOR	STRATEGY & INNOVATION OFFICE	01	193.88
P16-02398	KANTOLA PRODUCTIONS	SOCIAL SCIENCE SUPPLEMENTAL DVD'S GRIFFIN/STARACE	C. K. McCLATCHY HIGH SCHOOL	01	203.98

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-02399	GRAINGER INC ACCOUNT #80927635 5	GRAINGER INC	WEST CAMPUS	01	150.11
P16-02400	HACHETTE BOOK GROUP	READING BOOKS FOR THE LIBRARY	WILL C. WOOD MIDDLE SCHOOL	01	2,469.12
P16-02401	MULTIMEDIA CONSULTING SERVICES INC	PROJECTORS FOR CLASSROOMS	ENGINEERING AND SCIENCES HS	01	2,113.86
Total Number of POs			296	Total	4,248,721.44

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	241	3,661,582.95
09	Charter School	3	132,403.83
11	Adult Education	3	4,017.55
12	Child Development	20	94,859.08
13	Cafeteria	19	91,465.42
21	Building Fund	10	264,392.61
		Total	4,248,721.44

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ESCAPE ONLINE

Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B16-00058	4,997.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,997.00
B16-00070	13,000.00	13-4334	Cafeteria/Gasoline	8,000.00
B16-00191	4,200.00	11-4310	Adult Education/Instructional Materials/Suppli	1,200.00
B16-00244	4,293.72	01-4320	General Fund/Non-Instructional Materials/Su	1,250.00
B16-00292	1,243.06	01-4320	General Fund/Non-Instructional Materials/Su	268.60
B16-00294	4,750.00	01-4320	General Fund/Non-Instructional Materials/Su	250.00-
B16-00333	5,500.00	01-5800	General Fund/Other Contractual Expenses	2,000.00
B16-00335	4,500.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B16-00351	11,200.00	11-4310	Adult Education/Instructional Materials/Suppli	1,200.00
B16-00385	1,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,544.58-
B16-00443	12,000.00	01-4320	General Fund/Non-Instructional Materials/Su	5,419.87
B16-00456	4,000.00	11-4310	Adult Education/Instructional Materials/Suppli	1,200.00
CHB16-00036	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
CHB16-00072	34,500.00	01-4310	General Fund/Instructional Materials/Suppli	5,500.00
CHB16-00094	800.00	11-4310	Adult Education/Instructional Materials/Suppli	500.00
CHB16-00095	2,300.00	11-4310	Adult Education/Instructional Materials/Suppli	500.00
CHB16-00109	30,000.00	01-4310	General Fund/Instructional Materials/Suppli	9,000.00
CHB16-00113	9,100.00	01-4310	General Fund/Instructional Materials/Suppli	600.00
CHB16-00116	17,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB16-00135	5,300.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
CHB16-00144	25,000.00	09-4320	Charter School/Non-Instructional Materials/Su	10,000.00
CHB16-00153	5,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
CHB16-00154	6,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
CHB16-00229	9,000.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB16-00279	17,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB16-00281	4,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,500.00
CHB16-00291	650.00	01-4320	General Fund/Non-Instructional Materials/Su	300.00
CHB16-00342	370.00	01-4320	General Fund/Non-Instructional Materials/Su	170.00
CS15-00072	3,690,174.00	01-5800	General Fund/Other Contractual Expenses	591,960.00
CS15-00473	96,822.50	21-6210	Building Fund/Architect/Engineering Fees	27,046.00
CS16-00002	4,500.00	01-5800	General Fund/Other Contractual Expenses	500.00
CS16-00032	11,000.00	11-5800	Adult Education/Other Contractual Expenses	3,000.00
N16-00003	480,000.00	01-5100	General Fund/Subagreements for Services abo	230,000.00
N16-00008	1,500,000.00	01-5100	General Fund/Subagreements for Services abo	750,000.00
N16-00009	900,000.00	01-5100	General Fund/Subagreements for Services abo	400,000.00
N16-00010	1,100,000.00	01-5100	General Fund/Subagreements for Services abo	600,000.00
N16-00014	685,000.00	01-5100	General Fund/Subagreements for Services abo	335,000.00
N16-00043	350,000.00	01-5100	General Fund/Subagreements for Services abo	225,000.00
P16-01394	1,887.09	01-4210	General Fund/Other Books-General	72.84-

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Includes Purchase Orders dated 12/15/2015 - 01/14/2016 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P16-01854	2,707.43	01-4310	General Fund/Instructional Materials/Suppli	289.58
P16-01921	15,359.22	01-4310	General Fund/Instructional Materials/Suppli	1,719.23
		01-5800	General Fund/Other Contractual Expenses	95.23-
			Total PO P16-01921	1,624.00
P16-01961	8.54	12-4310	Child Development/Instructional Materials/Suppli	9.99
			Total PO Changes	<u>3,228,167.62</u>

Information is further limited to: (Minimum Amount = (999,999.99))

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ESCAPE ONLINE

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 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				2015-2016 Actual Attendance	Cum Attd Days /70 2015-2016	PERCENTAGE 2015-2016
Abraham Lincoln Elementary	70	191	186	0	447	94.51%	424.97	95.70%	
Alice Birney Waldorf-Inspired K8	94	186	188	0	468	96.48%	449.01	96.37%	
Bret Harte Elementary	29	111	135	29	304	94.18%	292.69	95.18%	
Caleb Greenwood	78	222	167	10	477	94.69%	456.20	96.40%	
Camellia Basic Elementary	90	170	191	9	460	97.78%	449.63	98.15%	
Capital City School	2	13	33	0	48	95.50%	48.17	97.43%	
Caroline Wenzel Elementary	29	83	115	54	281	94.71%	273.01	95.66%	
Cesar Chavez ES	0	0	345	10	355	95.31%	335.39	96.22%	
Crocker/Riverside Elementary	84	258	291	0	633	95.27%	612.97	96.79%	
David Lubin Elementary	85	214	235	30	564	94.60%	526.79	95.61%	
Earl Warren Elementary	58	185	238	11	492	96.33%	475.96	97.19%	
Edward Kemble Elementary	139	386	0	12	537	94.43%	517.73	95.22%	
Elder Creek Elementary	106	315	348	0	769	95.46%	756.64	96.94%	
Ethel I Baker Elementary	115	307	338	0	760	94.25%	723.90	95.57%	
Ethel Phillips Elementary	74	249	215	24	562	94.07%	529.96	95.74%	
Father Keith B Kenny K-8 School	71	170	146	0	387	92.95%	365.16	94.72%	
Genevieve Didion Elementary	61	202	258	11	532	96.25%	510.60	97.08%	
Golden Empire Elementary	79	239	255	15	588	96.82%	571.23	97.40%	
H W Harkness Elementary	81	144	125	14	364	95.18%	349.41	96.01%	
Hollywood Park Elementary	50	135	128	36	349	94.93%	341.33	95.85%	
Home/Hospital	6	14	16	9	45	100.00%	21.22	100.00%	
Hubert H. Bancroft Elementary	75	194	207	23	499	94.26%	470.76	95.49%	
Isador Cohen Elementary	26	91	96	10	223	92.78%	215.29	94.77%	
James W Marshall Elementary	56	158	166	24	404	95.31%	390.21	96.66%	
John Bidwell Elementary	49	150	160	15	374	96.23%	361.76	97.37%	
John Cabrillo Elementary	37	147	144	53	381	93.78%	366.01	95.62%	
John D Sloat Elementary	31	86	98	19	234	94.44%	218.96	95.95%	
John H. Still K-8	93	280	272	0	645	94.33%	617.57	95.69%	
John Morse Therapeutic Center	0	0	0	38	38	95.08%	37.36	94.40%	
Leataata Floyd Elementary	58	154	115	21	348	92.98%	338.56	94.85%	
Leonardo da Vinci K - 8 School	114	272	280	35	701	96.52%	681.51	97.54%	
Mark Twain Elementary	44	119	156	27	346	95.50%	335.23	96.40%	
Martin Luther King Jr Elementary	50	134	172	37	393	94.34%	379.30	95.66%	
Matsuyama Elementary	87	275	283	8	653	95.51%	630.83	96.65%	
Nicholas Elementary	87	271	267	27	652	94.85%	625.13	95.95%	
O W Erlewine Elementary	34	126	146	18	324	95.62%	317.34	96.79%	
Oak Ridge Elementary	87	244	244	6	581	94.21%	550.53	95.74%	
Pacific Elementary	110	324	261	0	695	95.01%	661.20	95.91%	
Parkway Elementary School	86	251	223	32	592	93.88%	562.53	95.38%	
Peter Burnett Elementary	63	233	291	23	610	95.56%	594.09	96.58%	
Phoebe A Hearst Elementary	84	268	288	0	640	96.82%	624.14	97.34%	
Pony Express Elementary	49	165	203	13	430	95.69%	414.64	96.36%	
Rosa Parks K-8 School	53	139	178	14	384	94.11%	370.44	95.42%	
Sequoia Elementary	58	194	222	9	483	95.40%	464.70	96.58%	
Success Academy K-8	0	0	11	0	11	92.61%	7.69	95.05%	
Susan B Anthony Elementary	66	137	114	0	317	96.53%	303.27	97.39%	
Suttersville Elementary	78	223	274	7	582	95.29%	554.80	96.42%	
Tahoe Elementary	37	146	123	19	325	93.32%	307.69	95.15%	
Theodore Judah Elementary	110	254	229	19	612	94.66%	558.87	95.83%	
William Land Elementary	72	222	167	0	461	96.21%	438.01	96.88%	
Woodbine Elementary	30	129	144	20	323	95.43%	306.31	95.75%	
TOTAL ELEMENTARY SCHOOLS	3,273	9,315	9,617	805	23,010	95.09%	22,056.74	96.22%	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 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			2015-2016 Actual Attendance	Cum Attd Days/70	PERCENTAGE 2015-2016
							2015-2016	
A M Winn Elementary K-8 Waldorf	19	10	29	0	29	93.33%	27.59	94.70%
Albert Einstein MS	336	365	701	37	738	95.95%	717.50	96.67%
Alice Birney Waldorf-Inspired K8	62	54	116	0	116	95.80%	111.24	95.90%
California MS	420	397	817	25	842	95.68%	817.73	96.42%
Capital City School	16	18	34	0	34	91.62%	24.96	95.15%
Father Keith B Kenny K-8 School	21	23	44	0	44	98.20%	44.21	96.45%
Fern Bacon MS	377	343	720	19	739	95.26%	712.59	96.58%
Genevieve Didion Elementary	52	59	111	0	111	96.12%	106.36	97.16%
Home/Hospital	10	1	11	3	14	100.00%	4.36	100.00%
John H. Still K-8	124	113	237	24	261	95.69%	252.69	96.41%
John Morse Therapeutic Center	0	0	0	14	14	91.20%	13.90	93.38%
Kit Carson MS	143	124	267	31	298	93.35%	283.13	95.15%
Leonardo da Vinci K - 8 School	69	55	124	14	138	95.41%	134.44	97.09%
Martin Luther King Jr Elementary	37	50	87	0	87	94.94%	85.37	96.48%
Rosa Parks K-8 School	187	217	404	36	440	94.25%	417.41	95.46%
Sam Brannan MS	248	242	490	48	538	95.65%	516.89	96.63%
School of Engineering and Science	125	130	255	0	255	97.42%	251.10	97.62%
Success Academy K-8	4	7	11	0	11	85.21%	6.44	89.66%
Sutter MS	585	569	1154	37	1191	96.56%	1169.20	97.46%
Will C Wood MS	313	321	634	27	661	95.68%	638.33	96.96%
TOTAL MIDDLE SCHOOLS	3,148	3,098	6,246	315	6,561	95.64%	6,335.43	96.65%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 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				2015-2016 Actual Attendance	Cum Attd Days/70	PERCENTAGE 2015-2016
									2015-2016	2015-2016	2015-2016
American Legion HS	280	0	0	0	0	0	0	280	78.02%	210.91	79.93%
Arthur A. Benjamin Health Prof	0	53	56	44	44	197	20	217	90.90%	203.37	92.95%
C K McClatchy HS	0	554	575	529	491	2149	84	2233	94.97%	2092.19	95.99%
Capital City School	0	28	68	92	155	343	0	343	82.50%	278.57	85.19%
Hiram W Johnson HS	0	348	355	335	316	1354	158	1512	92.81%	1365.54	94.37%
Home/Hospital	0	7	2	8	4	21	18	39	100.00%	25.09	100.00%
John F Kennedy HS	0	595	495	512	502	2104	96	2200	95.94%	2093.74	96.90%
Kit Carson MS	0	51	44	0	0	95	0	95	93.53%	92.03	95.30%
Luther Burbank HS	0	432	413	380	342	1567	151	1718	90.81%	1554.49	93.22%
Rosemont HS	0	356	336	276	294	1262	89	1351	94.26%	1259.20	95.48%
School of Engineering and Science	0	91	81	57	46	275	0	275	97.81%	269.36	97.06%
The Academy	0	4	14	0	0	18	0	18	81.67%	11.54	84.43%
West Campus HS	0	219	233	200	197	849	0	849	96.59%	831.66	97.78%
TOTAL HIGH SCHOOLS	280	2,738	2,672	2,433	2,391	10,234	616	11,130	93.42%	10,287.69	94.85%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2015
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2015-2016 Actual Attendance	Cum Attd Days/70 2015-2016	PERCENTAGE 2015-2016
ELEMENTARY	23,010	95.09%	22,057	96.22%
MIDDLE	6,561	95.64%	6,335	96.65%
HIGH SCHOOL	11,130	93.42%	10,288	94.85%
TOTAL ALL DISTRICT SEGMENTS	40,701	94.73%	38,680	95.92%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 4, ENDING FRIDAY, DECEMBER 18, 2015
CHARTER SCHOOLS

2015-2016 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			2015-2016 Actual Attendance	2015-2016	PERCENTAGE 2015-2016
Bowling Green-Mc Coy	77	213	195	0	0	12	497	95.40%	483.30	96.59%
Bowling Green-Chacon	56	154	154	0	0	0	364	96.44%	353.81	97.14%
George W. Carver SAS	0	0	0	0	300	8	308	95.69%	297.87	95.88%
New Joseph Bonnheim Charter	36	135	87	0	0	1	259	95.07%	241.52	96.53%
New Tech High	0	0	0	0	230	9	239	93.68%	225.12	95.28%
The Met High School	0	0	0	0	296	1	297	97.21%	291.77	97.34%
TOTAL DEPENDENT CHARTER SCHOOLS	169	502	436	-	826	31	1,964	95.70%	1,893.40	96.52%

2015-2016 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			2015-2016 Actual Attendance	2015-2016	PERCENTAGE 2015-2016
CA Montessori Project Capitol Campus	44	132	109	41			326	90.39%	319.29	95.26%
Capitol Collegiate Academy	70	145	40				255	93.16%	244.39	94.82%
Aspire Capitol Heights Academy	48	139	108				295	97.21%	284.57	97.16%
Language Academy	84	198	176	82			540	96.77%	526.35	97.41%
Oak Park Prep				122			122	96.83%	118.27	96.86%
PS 7 Elementary	66	156	213	154			589	94.36%	568.50	95.02%
Sacramento Charter HS					933		933	94.74%	917.80	95.67%
Sol Aureus College Preparatory	50	146	72	42			310	81.77%	267.44	88.26%
Yav Perm Suab Academy	62	187	178				427	97.28%	410.97	97.45%
TOTAL INDEPENDENT CHARTER SCHOOLS	424	1,103	896	441	933	-	3,797	93.61%	3,657.57	95.32%

TOTAL CHARTER SCHOOLS	593	1,605	1,332	441	1,759	31	5,761	94.66%	5,550.98	95.92%
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2015
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2015-16 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	552	0	16,867.30	16,867.30	0	206.69	206.69
Charles A. Jones Career & Education Center	623	0	31,939.00	31,939.00	0	420.4	420.4
TOTAL ADULT EDUCATION	1,175	0	48,806.30	48,806.30		627.09	627.09

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 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 Elementary K-8 Waldorf	48	48	40	47	53	44	33	313
Abraham Lincoln Elementary	70	61	67	63	68	60	58	447
Alice Birney Waldorf-Inspired K8	94	62	63	61	64	62	62	468
Bret Harte Elementary	29	35	32	44	49	46	40	275
Caleb Greenwood	78	88	66	68	59	55	53	467
Camellia Basic Elementary	90	55	56	59	60	72	59	451
Capital City School	2	4	4	5	7	12	14	48
Caroline Wenzel Elementary	29	35	29	19	51	33	31	227
Cesar Chavez ES	0	0	0	0	133	96	116	345
Crocker/Riverside Elementary	84	88	83	87	98	97	96	633
David Lubin Elementary	85	53	78	83	78	75	82	534
Earl Warren Elementary	58	56	65	64	75	84	79	481
Edward Kemble Elementary	139	143	106	137	0	0	0	525
Elder Creek Elementary	106	102	106	107	119	115	114	769
Ethel I Baker Elementary	115	95	97	115	116	103	119	760
Ethel Phillips Elementary	74	85	79	85	66	83	66	538
Father Keith B Kenny K-8 School	71	68	52	50	62	39	45	387
Genevieve Didion Elementary	61	79	62	61	81	78	99	521
Golden Empire Elementary	79	78	79	82	90	87	78	573
H W Harkness Elementary	81	49	46	49	45	47	33	350
Hollywood Park Elementary	50	47	42	46	33	51	44	313
Home/Hospital	6	6	4	4	6	4	6	36
Hubert H. Bancroft Elementary	75	57	63	74	59	85	63	476
Isador Cohen Elementary	26	25	35	31	30	36	30	213
James W Marshall Elementary	56	51	51	56	67	57	42	380
John Bidwell Elementary	49	48	48	54	47	59	54	359
John Cabrillo Elementary	37	45	52	50	45	54	45	328
John D Sloat Elementary	31	23	37	26	37	35	26	215
John H. Still K-8	93	97	85	98	91	81	100	645
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	58	57	46	51	43	41	31	327
Leonardo da Vinci K - 8 School	114	93	89	90	93	91	96	666
Mark Twain Elementary	44	39	39	41	57	44	55	319
Martin Luther King Jr Elementary	50	33	51	50	62	47	63	356
Matsuyama Elementary	87	83	92	100	97	87	99	645
Nicholas Elementary	87	84	80	107	99	85	83	625
O W Erlewine Elementary	34	40	45	41	48	51	47	306
Oak Ridge Elementary	87	79	84	81	84	83	77	575
Pacific Elementary	110	109	106	109	84	96	81	695
Parkway Elementary School	86	98	71	82	80	82	61	560
Peter Burnett Elementary	63	78	80	75	103	94	94	587
Phoebe A Hearst Elementary	84	88	92	88	98	97	93	640
Pony Express Elementary	49	63	48	54	72	69	62	417
Rosa Parks K-8 School	53	44	50	45	66	57	55	370
Sequoia Elementary	58	62	59	73	86	70	66	474
Success Academy K-8	0	0	0	0	0	6	5	11
Susan B Anthony Elementary	66	53	37	47	49	37	28	317
Sutterville Elementary	78	84	55	84	91	87	96	575
Tahoe Elementary	37	50	40	56	45	38	40	306
Theodore Judah Elementary	110	83	79	92	80	78	71	593
William Land Elementary	72	67	85	70	71	49	47	461
Woodbine Elementary	30	40	40	49	44	49	51	303
TOTAL	3,273	3,110	2,995	3,210	3,341	3,188	3,088	22,205

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2015
 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	327	1078	22403	23481	95.41%
Abraham Lincoln Elementary	447	1338	29748	31086	95.70%
Alice Birney Waldorf-Inspired K8	468	1183	31431	32614	96.37%
Bret Harte Elementary	304	1038	20488	21526	95.18%
Caleb Greenwood	477	1194	31934	33128	96.40%
Camellia Basic Elementary	460	593	31474	32067	98.15%
Capital City School	48	89	3372	3461	97.43%
Caroline Wenzel Elementary	281	868	19111	19979	95.66%
Cesar Chavez ES	355	922	23477	24399	96.22%
Crocker/Riverside Elementary	633	1424	42908	44332	96.79%
David Lubin Elementary	564	1694	36875	38569	95.61%
Earl Warren Elementary	492	962	33317	34279	97.19%
Edward Kemble Elementary	537	1821	36241	38062	95.22%
Elder Creek Elementary	769	1673	52965	54638	96.94%
Ethel I Baker Elementary	760	2348	50673	53021	95.57%
Ethel Phillips Elementary	562	1651	37097	38748	95.74%
Father Keith B Kenny K-8 School	387	1426	25561	26987	94.72%
Genevieve Didion Elementary	532	1074	35742	36816	97.08%
Golden Empire Elementary	588	1066	39986	41052	97.40%
H W Harkness Elementary	364	1016	24459	25475	96.01%
Hollywood Park Elementary	349	1034	23893	24927	95.85%
Home/Hospital	45	0	1486	1486	100.00%
Hubert H. Bancroft Elementary	499	1557	32953	34510	95.49%
Isador Cohen Elementary	223	832	15070	15902	94.77%
James W Marshall Elementary	404	943	27315	28258	96.66%
John Bidwell Elementary	374	685	25323	26008	97.37%
John Cabrillo Elementary	381	1173	25621	26794	95.62%
John D Sloat Elementary	234	647	15327	15974	95.95%
John H. Still K-8	645	1949	43230	45179	95.69%
John Morse Therapeutic Center	38	155	2615	2770	94.40%
Leataata Floyd Elementary	348	1287	23699	24986	94.85%
Leonardo da Vinci K - 8 School	701	1205	47706	48911	97.54%
Mark Twain Elementary	346	877	23466	24343	96.40%
Martin Luther King Jr Elementary	393	1205	26551	27756	95.66%
Matsuyama Elementary	653	1531	44158	45689	96.65%
Nicholas Elementary	652	1846	43759	45605	95.95%
O W Erlewine Elementary	324	737	22214	22951	96.79%
Oak Ridge Elementary	581	1716	38537	40253	95.74%
Pacific Elementary	695	1973	46284	48257	95.91%
Parkway Elementary School	592	1906	39377	41283	95.38%
Peter Burnett Elementary	610	1472	41586	43058	96.58%
Phoebe A Hearst Elementary	640	1194	43690	44884	97.34%
Pony Express Elementary	430	1097	29025	30122	96.36%
Rosa Parks K-8 School	384	1246	25931	27177	95.42%
Sequoia Elementary	483	1151	32529	33680	96.58%
Success Academy K-8	11	28	538	566	95.05%
Susan B Anthony Elementary	317	568	21229	21797	97.39%
Sutterville Elementary	582	1441	38836	40277	96.42%
Tahoe Elementary	325	1098	21538	22636	95.15%
Theodore Judah Elementary	612	1704	39121	40825	95.83%
William Land Elementary	461	986	30661	31647	96.88%
Woodbine Elementary	323	951	21442	22393	95.75%
TOTAL	23,010	60,652	1,543,972	1,604,624	96.22%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2015
 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	29	108	1931	2039	94.70%
Albert Einstein MS	738	1729	50225	51954	96.67%
Alice Birney Waldorf-Inspired K8	116	333	7787	8120	95.90%
California MS	842	2127	57241	59368	96.42%
Capital City School	34	89	1747	1836	95.15%
Father Keith B Kenny K-8 School	44	114	3095	3209	96.45%
Fern Bacon MS	739	1766	49881	51647	96.58%
Genevieve Didion Elementary	111	218	7445	7663	97.16%
Home/Hospital	14	0	305	305	100.00%
John H. Still K-8	261	659	17688	18347	96.41%
John Morse Therapeutic Center	14	69	973	1042	93.38%
Kit Carson MS	298	1011	19819	20830	95.15%
Leonardo da Vinci K - 8 School	138	282	9411	9693	97.09%
Martin Luther King Jr Elementary	87	218	5976	6194	96.48%
Rosa Parks K-8 School	440	1389	29219	30608	95.46%
Sam Brannan MS	538	1263	36182	37445	96.63%
School of Engineering and Science	255	429	17577	18006	97.62%
Success Academy K-8	11	52	451	503	89.66%
Sutter MS	1191	2134	81844	83978	97.46%
Will C Wood MS	661	1401	44683	46084	96.96%
TOTAL	6,561	15,391	443,480	458,871	96.65%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 4, ENDING FRIDAY, DECEMBER 18, 2015
 CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	280	3707	14764	18471	79.93%
Arthur A. Benjamin Health Prof	217	1079	14236	15315	92.95%
C K McClatchy HS	2233	6111	146453	152564	95.99%
Capital City School	343	3390	19500	22890	85.19%
Hiram W Johnson HS	1512	5698	95588	101286	94.37%
Home/Hospital	39	0	1757	1757	100.00%
John F Kennedy HS	2200	4690	146562	151252	96.90%
Klt Carson MS	95	318	6442	6760	95.30%
Luther Burbank HS	1718	7912	108814	116726	93.22%
Rosemont HS	1351	4171	88144	92315	95.48%
School of Engineering and Science	275	571	18855	19426	97.06%
The Academy	18	149	808	957	84.43%
West Campus HS	849	1322	58216	59538	97.78%
TOTAL	11,130	39,118	720,139	759,257	94.85%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	40,701	115,161	2,707,591	2,822,752	95.92%