

# AMENDED



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## 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, June 2, 2016

4:00 p.m. Closed Session

6:30 p.m. Open Session

### Serna Center

Community Conference Rooms  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

# AGENDA

2015/16-24

*Allotted Time*

4:00 p.m. 1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

4:10 p.m. 2.0 MAY REVISION AND BUDGET WORKSHOP FOR 2016-2017 30 minute presentation  
(Gerardo Castillo, CPA) 30 minute discussion

5:10 p.m. 3.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE  
DISCUSSED IN CLOSED SESSION

### 4.0 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.*

4.1 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

- 4.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management*
- 4.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 4.4 *Government Code 54957 - Public Employee Performance Evaluation:*
  - a) *Superintendent*
- 4.5 *Education Code section 35146 – The Board will hear staff recommendations on the following student expulsions:*
  - a) *Expulsion #5, 2015-16*
- 4.6 *Government Code 54957 – Public Employee Appointment*
  - a) *Principal, Camellia Basic Elementary School*

6:40 p.m. **5.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

*The Pledge of Allegiance will be led by Luis Rodriguez who is a Senior at John F. Kennedy High School.*

- *Presentation of Certificate by Board Member Woo.*

6:45 p.m. **6.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:50 p.m. **7.0 AGENDA ADOPTION**

**8.0 SPECIAL PRESENTATION**

6:55 p.m. 8.1 *GATE Certificate Recognition (Kari Hanson-Smith)* 10 minutes

7:05 p.m. 8.2 *Project Green Apple Award Winners (Cathy Allen and Rachel King)* 15 minutes

7:20 p.m. **9.0 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.*

## **10.0 PUBLIC HEARING**

- 7:35 p.m.      10.1 *Public Hearing on the Initial Charter Petition for Growth Public Schools (Jack Kraemer and David Richards)*      **Conference**  
10 minutes presentation  
10 minute discussion
- 7:55 p.m.      10.2 *Approve Resolution No. 2892: Material Revision of the Charter for Bowling Green Charter School (Jack Kraemer)*      **Conference/Action**  
5 minute presentation  
10 minute discussion
- 8:10 p.m.      **11.0 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.*

### 11.1 Items Subject or Not Subject to Closed Session:

- 11.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 11.1b *Approve Personnel Transactions (Cancy McArn)*
- 11.1c *Approve Staff Recommendations for Expulsion #5, 2015-16 (Lisa Allen and Stephan Brown)*
- 11.1d *Approve California Middle School Field Trip to Ashland, Oregon, from June 10 to June 12, 2016 (Lisa Allen and Mary Hardin Young)*
- 11.1e *Approve Resolution No. 2889: Adopting Specifications of the Election Order and For Consolidation with Statewide General Election (José L. Banda)*
- 11.1f *Approval of Memorandum of Understanding for the Sacramento Workforce Development Area (Iris Taylor and Susan Gilmore)*
- 11.1g *Approve Resolution No. 2890: B Street Theatre Request and Expansion of District Programs (Cathy Allen)*
- 11.1h *Approve Resolution No. 2891: Sacramento Area Flood Control Agency Flood Protection Assessment Vote for District Owned Property (CCAD2) (Cathy Allen)*
- 11.1i *Approve Facility Use Agreement for California Montessori Project – Capitol Campus (Jack Kraemer)*
- 11.1j *Approve Hiram Johnson High School Field Trip to Louisville, Kentucky, from June 20 – June 24, 2016 (Lisa Allen and Doug Huscher)*

11.1k *Approve Luther Burbank High School Field Trip to the University of Denver in Denver, Colorado, from July 18 – July 24, 2016 (Lisa Allen and Chad Sweitzer)*

11.1l *Approve Minutes of the May 5, 2016, Board of Education Meeting (José L. Banda)*

## **12.0 COMMUNICATIONS**

8:12 p.m.	12.1 <i>Employee Organization Reports:</i>	<b>Information</b> 3 minutes each
	<ul style="list-style-type: none"><li>▪ <i>CSA</i></li><li>▪ <i>SCTA</i></li><li>▪ <i>SEIU</i></li><li>▪ <i>Teamsters</i></li><li>▪ <i>UPE</i></li></ul>	
8:27 p.m.	12.2 <i>District Parent Advisory Committees:</i>	<b>Information</b> 3 minutes each
	<ul style="list-style-type: none"><li>▪ <i>Community Advisory Committee</i></li><li>▪ <i>District English Learner Advisory Committee</i></li><li>▪ <i>Gifted and Talented Education Advisory Committee</i></li><li>▪ <i>Indian Education Parent Committee</i></li><li>▪ <i>Sacramento Council of Parent Teacher Association (PTA)</i></li></ul>	
8:42 p.m.	12.3 <i>Superintendent’s Report (José L. Banda)</i>	<b>Information</b> 5 minutes
8:47 p.m.	12.4 <i>President’s Report (Christina Pritchett)</i>	<b>Information</b> 5 minutes
8:52 p.m.	12.5 <i>Student Member Report (Elizabeth Barry)</i>	<b>Information</b> 5 minutes
8:57 p.m.	12.6 <i>Information Sharing By Board Members</i>	<b>Information</b> 10 minutes
9:07 p.m.	12.7 <i>Board Committee Reports</i>	<b>Information</b> 10 minutes

### **13.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES**

- 9:17 p.m.      13.1    *Commercial Sexual Exploitation of Children (CSEC)  
(Stacey Bell, Aliya Holmes, STREAT Team)*      **Information**  
15 minute presentation  
10 minute discussion
- 9:42 p.m.      13.2    *Approve Adoption of District Initial Proposal to Service  
Employee International Union Local 1021 (SEIU) Regarding the  
Administrators' Unit Collective Bargaining Agreement  
Negotiations (Cancy McArn)*      **Conference/Action**  
3 minute presentation  
3 minute discussion
- 9:48 p.m.      13.3    *Approve Adoption of District Initial Proposal to Classified  
Supervisor Association (CSA) Regarding the Administrators'  
Unit Collective Bargaining Agreement Negotiations  
(Cancy McArn)*      **Conference/Action**  
3 minute presentation  
3 minute discussion
- 9:54 p.m.      13.4    *Approve Adoption of District Initial Proposal to Teamsters  
Local 150 Regarding the Administrators' Unit Collective  
Bargaining Agreement Negotiations (Cancy McArn)*      **Conference/Action**  
3 minute presentation  
3 minute discussion

10:00 p.m.    **14.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**      **Receive Information**

- 14.1    *Business and Financial Information:*
- *Enrollment and Attendance Report for Month 8 Ending April 22, 2016*

10:02 p.m.    **15.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *June 16, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *June 28, 2016, 5:30 p.m. Open Session; 7:05 p.m. Closed Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Special Board Workshop Meeting*

10:05 p.m.    **16.0 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 47<sup>th</sup> Avenue at the Front Desk Counter and on the District's website at [www.scusd.edu](http://www.scusd.edu)*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 2.0

**Meeting Date:** June 2, 2016

**Subject:** May Revision and Budget Workshop for 2016-2017

- 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 information on the Governor's May Revision Budget Proposal for Fiscal Year 2016-2017 for actions required to effectively balance the 2016-2017 and 2017-2018 budgets.

**Background/Rationale:** The budget cycle is an evolutionary process that is refined as new information becomes available. As the district executes the current year budget, the process to develop the budget for the next fiscal year begins. The first event of the new budget cycle is the presentation of the Governor's Proposed Budget that becomes public in January of each year. The 2016-17 budget will be based on the Governor's May Revise Budget. Staff attended a conference on May 19, 2016 to learn the details of the Governor's Proposal and present updated information to the Board.

Included in this presentation, are items in the LCAP process that must align to the budget. Additions to the LCAP for 2016-17 are implementation of class size reduction for grades K-3, change in funding for 12 counselors, and expansion of school climate initiatives.

**Financial Considerations:** N/A

**LCAP Goal(s):** Family and Community Engagement

**Documents Attached:**

1. Executive Summary
2. Draft Power Point Presentation

<b>Estimated Time of Presentation:</b>	30 minutes
<b>Submitted by:</b>	Gerardo Castillo, CPA, Chief Business Officer
<b>Approved by:</b>	José L. Banda, Superintendent

# Board of Education Executive Summary

## Business Services

May Revision and Budget Workshop for 2016-17

June 2, 2016



### I. OVERVIEW/HISTORY:

Governor Jerry Brown released the May Revision to his 2016-17 proposed State Budget on Friday, May 13<sup>th</sup>, 2016. Staff attended the May Revision Workshop on May 19<sup>th</sup>, 2016 and the majority of this executive summary is from what staff learned at the workshop. The buzz preceding the release of the Governor's May Revision mainly focused on the fact that revenue collections in April were well below the level projected in January. In fact, April revenues were down so much that the overall gain from prior months were completely wiped out, leaving the state well below the Governor's January projection. We have enjoyed the past three years of revenue increase in May that were above the January forecast, but we have also warned that someday the Governor's projections would go the other way – this is the year.

In January, the Governor proposed a \$1.6 billion Early Education Block Grant; despite widespread opposition, the proposal remains in the Budget with some modifications including the elimination of Early Kinder (EK), effective July 1, 2017.

Because the Rainy Day Fund deposit required by Proposition 2 is sensitive to revenue level, the majority of the shortfall will be covered by reducing the state's contribution to the reserve. Thus, there are no budget cuts for education included in the Governor's May Revision. In fact, both ongoing and one-time dollars for education increase slightly from planned January expenditure levels.

This is great news for Sacramento City Unified School District (SCUSD), especially since SCUSD was in a budget reduction mode from 2002-03 school year thru 2013-14. During these years, the district reduced expenditures, enhanced revenues, or used one-time funds for a total of \$150 million dollars to maintain balanced budgets. FY 2014-15 was the first year in several years that SCUSD did not incur reductions, and the first time since FY 2007-08 that positive certification was presented to Sacramento County Office of Education. Maintaining a positive certification requires fiscal discipline. The majority of the increased revenues during the last couple of years have been used to reinstate programs and positions previously cut.

The continuing shortfall of previous years was caused primarily by a reduction in state funding with contributing factors of increased employee costs and declining enrollment. California LEA's experienced a significant reduction in revenue limit dollars in that the revenue limit was up to a deficit of 22.272%. The Governor clearly acknowledged that the growth in education budget was warranted largely because of the fact that the cuts to education were much deeper than other areas of the State Budget. The Governor's effort to restore funding to public education is greatly appreciated.

# Board of Education Executive Summary

## Business Services

May Revision and Budget Workshop for 2016-17

June 2, 2016



Looking to the future, the Governor is careful to point out that the state's projections do not assume a recession, but do assume that Proposition 30 temporary taxes expire. Under these assumptions, the state forecasts large deficits, which grow even higher if a recession should develop.

The Governor's message is to plan for the effects of the next recession, whenever it may be. Governor Brown highlighted last month revenues and year-to-date weak sales tax receipts, which he estimates at \$1.9 billion below January projections.

With the release of the Governor's Proposed Budget for the 2016-2017 fiscal year we are hopeful that we can continue the recovery process that SCUSD started in FY 2014-15, but because previous years cuts were so severe, it will take several years. Key points of the Governor's Budget are provided below:

- While Proposition 98 funding increases slightly over the January proposal, this May Revision reveals that the major gains of the recent past have come to an end.
- With the state's revised tax revenues down by nearly \$2 billion, the state's Proposition 2 debt payment and deposit obligations are reduced by \$1.6 billion compared to January Governor's Budget.
- The Budget proposes a Proposition 98 guarantee of nearly \$3 billion in additional funding allocated through the Local Control Funding Formula (LCFF), up \$154 million from the January Budget proposal.
- Reminder: LCFF is designed to distribute additional funds to all school districts over time, but with particular emphasis on improving the level of support for English Learners, Foster Youth, and students in poverty. The implementation plan for LCFF continues to assume that it will be fully funded by 2020-21.
- The Department of Finance staff estimates that the additional funding proposed in the budget will eliminate 54.84% of the remaining gap between the 2016-2017 funding level and the LCFF funding target for each school district.
- The target base grants by grade span for 2016-17 are unchanged from 2015-16 because the statutory cost-of-living adjustment (COLA) is zero.



# Board of Education Executive Summary

## Business Services

May Revision and Budget Workshop for 2016-17

June 2, 2016



- The lack of a COLA will affect the funding of categorical programs and include Special Education, Child Nutrition, Child Development, Foster Youth and Preschool, all of which were proposed to receive the statutory COLA of .47% in January.
- The Governor's Budget Proposal includes more than \$1.4 billion in one-time mandated cost reimbursement funds as discretionary one-time Proposition 98 funding to further investments with the implementation of Common Core. The allocation amounts to about \$237 per ADA (\$9.1 million for SCUSD).
- The Governor's budget includes a \$500 million (same as 2015-16) block grant for Adult Education. Programs serving the highest need populations will have priority to funds and Administrative costs will be limited to 5%.
- The Governor's Budget contains \$398.8 million for energy efficiency project grants from Proposition 39 for K-12 agencies (i.e., school districts, COEs, state specials schools, and charter schools). The May Revision includes an increase of \$33.3 million for K-12 education from the January Budget.
- Special Education is one of the casualties of zero COLA. There is no proposed increase in funding in the Governor's May Revision. The governor has called for another study regarding special education funding.
- Federal Education Programs have the same level of funding or small increases.
- Employer costs for retirement benefits for both the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) are projected to nearly double over the next several years.
  - CalSTRS - From 8.25% in 2013-14 to 19.1% in 2020-21
  - CalPERS - From 11.442% in 2013-14 to 20.4% in 2020-21
- No new funding to address the increased district costs for retirement and no new funding for transportation.
- Proposition 30 taxes are temporary:
  - The .25% sales tax increase expires in 2016 (i.e., the 2016-17 fiscal year)
  - The personal income tax increase expires in 2018 (i.e., the 2018-19 fiscal year)

# Board of Education Executive Summary

## Business Services

May Revision and Budget Workshop for 2016-17

June 2, 2016



Overall, we are satisfied that there are no budget cuts for education included in the Governor's May Revision, even though state revenues are down by almost \$ 2 billion. Funding is however only part of the equation, declining enrollment, increased operating expenses and uncertain future state resources are the key issues facing the Sacramento City Unified School District. The development of future budgets will be influenced by external variables such as the State Budget and enrollment changes. Internal factors of compensation and number of employees must be commensurate with the number of students. Sacramento City Unified School District must be vigilant in monitoring all expenditures to avoid fiscal distress.

## II. DRIVING GOVERNANCE:

- Education Code section 42130 requires the Superintendent to submit two Interim Reports to the Board of Education during each fiscal year. The first report shall cover the financial and budgetary status of the district for the period ending October 31. The second report shall cover the period ending January 31. All reports required shall be in a format or on forms prescribed by the Superintendent of Public Instruction.
- Education Code section 42131 requires the Board of Education to certify, in writing, whether the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the future fiscal year. Certifications shall be based on the Board's assessment of the district budget. Certifications shall be classified as positive, qualified or negative. This education code section also outlines the role of the County Office of Education.
- Education Code section 42127 requires the Governing Board of each school district to adopt a budget on or before July 1. The budget to be adopted shall be prepared in accordance with Education Code section 42126. The adopted budget shall be submitted to the County Office of Education. The County Office of Education determines if the district will be able to meet its financial obligations during the fiscal year and ensures a financial plan that will enable the district to satisfy its multiyear financial commitments.

## III. BUDGET:

Budget projections remain extremely fluid at this point in terms of the budget process. The Governor's Budget Proposals do not mark the end of the Budget cycle—they mark the beginning. The Legislature will have a lot to say about the Governor's priorities. This would be the fourth year in a row that the Governor has made public education his highest priority. The Legislature will push for improvements

# Board of Education Executive Summary

## Business Services

May Revision and Budget Workshop for 2016-17

June 2, 2016



in other areas of the Budget, as they did the last couple of years. The Governor will again be tested, but he has proven that he can stand his ground.

Staff attended the Governor's May Revise Budget Conference on May 19<sup>th</sup> and the detail of the budget will be presented as part of the Budget workshop.

### IV. GOALS, OBJECTIVES AND MEASURES:

Maintain a balanced budget for 2016-2017 and continue to follow the timeline to ensure a balanced 2017-2018 budget.

### V. MAJOR INITIATIVES:

- Support implementation of LCFF and the LCAP process.
- Fiscal stability for 2016-17, 2017-2018 and outlying years.
- Focus expenditures to provide the best possible academic outcome.

### VI. RESULTS:

Required Board actions will take place in order to ensure a balanced Adopted Budget is in place on or before July 1, 2016.

### VII. LESSONS LEARNED/NEXT STEPS:

- Follow the approved calendar with adjustments made as necessary.
- Continue to monitor the State Budget and its impact on the district finances.
- Meet and communicate with Board, Community, bargaining unit partners.

# May Revise and Budget Workshop for 2016-17

June 2, 2016  
Agenda Item No.

Presented by: Gerardo Castillo, CPA, Chief Business Officer  
Michael Smith, Fiscal Director

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## Overview

- Themes for the 2016-17 May Revise
- Governor's Budget for Education
- Cap On District Reserves
- Next Steps

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## Overview

- Budget Workshop
- Local Control Accountability Plan (LCAP) Priorities
- Investments in Our Students from 2015-16
- LCFF: Proposed Supplemental and Concentration Expenditures
- Proposed One-Time Expenditures

## Themes for the 2016-17 May Revise

- Proposition 98 is rising, but at a much lower rate
  - The boost from the maintenance factor is nearly gone
- Past years have started with low revenue forecasts that got better
  - This year the May Revision revenues are lower than the January forecast
- However; both one-time and ongoing revenues to education grow slightly above the January forecast for 2016-17

## Themes for the 2016-17 May Revise

- The Governor is signaling that economic slowdown is just around the corner
  - Warns that the current economic expansion has already exceeded the average postwar expansion by over a year
- If a recession occurs and Proposition 30 is not extended, state revenues could drop below prior-year levels, and cuts to education could be on the table again
- We need to prepare for a slowdown while at the same time advocate for higher funding

Insert from School Services of California, Inc. 2016-17 May Revision Workshop

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## Governor's Budget for Education

- The Governor's proposed State budget includes additional:
  - \$154 million for LCFF gap closure
  - \$200 million for discretionary one-time uses
  - \$33.3 million for the K-12 portion of Proposition 39 (2012) – Clean Energy Jobs Act

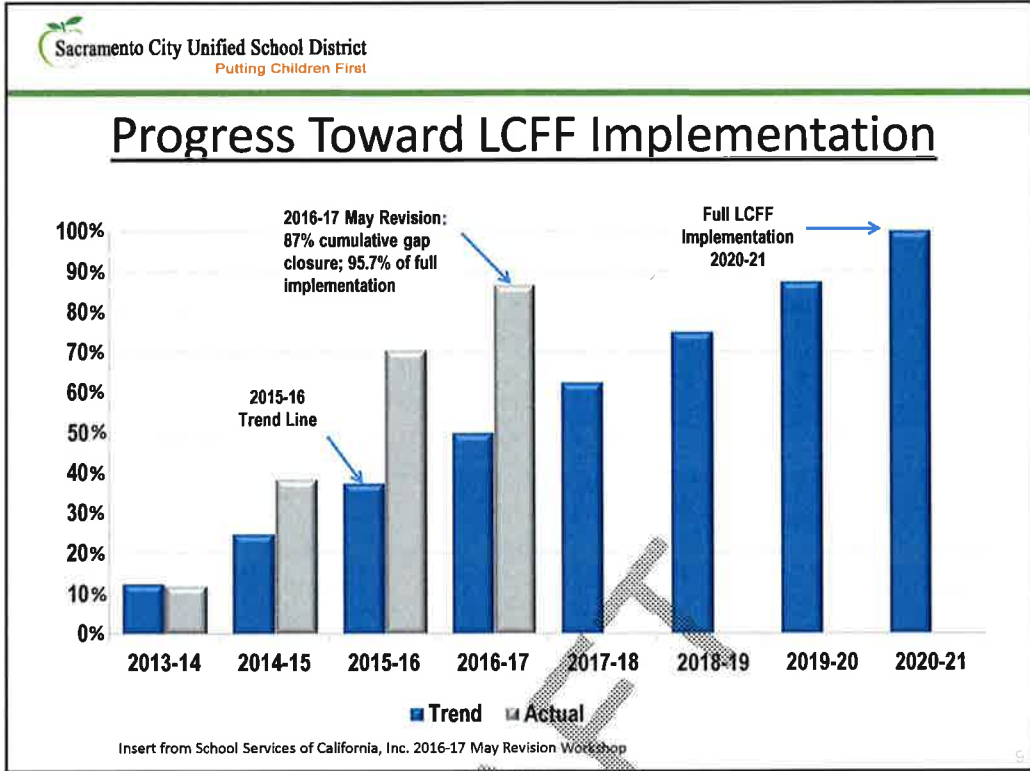
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## What's Not in the State Budget?

- No proposal for a statewide school facilities bond
- No new funding to address the increased employer contributions to CalSTRS and CalPERS
  - About 23% of LCFF increase goes towards retirement funding
- No new funding for transportation – funding is 20% less than received in 2007-08
- No new funding for Preschool Programs and Special Education

## Local Control Funding Formula (LCFF)

- New funding is estimated to close the gap by **54.84%** (49.08% January) in 2016-17 towards full implementation of LCFF
  - Reaching to 95.7% of the targeted funding levels in 2016-17
- 2016-17 LCFF provides an average increase in per-pupil funding of **\$31 per ADA** compared to January
  - For SCUSD that equates to about \$1 million more than anticipated in January




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## Discretionary Funds – One Time Use

- The May Revision proposes an allocation of \$237 per ADA in discretionary one-time Proposition 98 funds
  - For SCUSD one-time funds equates to about \$1 million more than originally anticipated in January
- Funds can be used for “any one-time purpose, as determined by the governing board”

Insert from School Services of California, Inc. 2016-17 May Revision Workshop





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## What Does This Mean for SCUSD?

General Fund Revenue - Governor's May Revise For 2016-17			
General Fund	Projected at Second Interim 2016-17	May Revise 2016-17	Difference
LCFF Sources	\$ 363,752,784	\$364,901,268	\$ 1,148,484
Discretionary Funds - ONE TIME	\$ 8,082,919	\$ 9,106,725	\$ 1,023,806
<b>Total Anticipated Revenues</b>	<b>\$ 371,835,703</b>	<b>\$374,007,993</b>	<b>\$ 2,172,290*</b>

\* Very low compared to previous years. 2015-16 May Revise provided additional \$28 million ( mostly one time).


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## Cost of Living Adjustment (COLA) – 0%

- Categorical programs outside of the LCFF will not receive a COLA, down from the 0.47% proposed in the January Budget proposal
- No additional federal revenues
- These programs, which feel the squeeze as costs continue to rise, include:
  - Special Education
  - Foster Youth
  - Child Nutrition

Insert from School Services of California, Inc. 2016-17 May Revision Workshop

## Early Education Block Grant (EEBG)

- The May Revision postpones the EEBG to 2017-18:
  - Eliminates TK beginning July, 2017
    - Loss of LCFF funding
  - COEs will provide regional capacity
  - Districts must develop and adopt three –year community early learning plans
  - Minimum school day and year equivalent to district's kindergarten


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## Proposition 30 Taxes Will Expire

- Proposition 30, approved by voters in November 2012, temporarily increased the state sales tax and income tax rates for high-income earners to address state revenue shortfalls
- Unless extended by the voters, these higher taxes will expire as follows:
  - The sales tax rate increase generates about \$1.5 billion annually and is set to expire end of 2016
  - The high-bracket income tax hike generates about \$6 to \$8 billion annually and is set to expire at the end of 2018
- The effect on funding is unknown at this time

Insert from School Services of California, Inc. 2016-17 May Revision Workshop

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## Cap on District Reserves

- The state minimum is an *inadequate* level of funds for any agency to prepare for economic factors that may compromise operational funds
  - Including salaries and benefits of employees
  - SCUSD required minimum reserve is 2%
- The Government Finance Officers Association (GFOA) recommends a minimum of 17% (two months of operating costs)

Insert from School Services of California, Inc. 2016-17 May Revision Workshop 15


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## Unrestricted Fund Balance – Statewide Averages

2014-15 Average Unrestricted General Fund, Plus Fund 17, Net Ending Balances as a Percentage of Total General Fund Expenditures, Transfers, and Other Uses	Change from Prior Year*
<b>Unified School Districts</b>	<b>13.09%</b> <b>-0.04%</b>
<b>Elementary School Districts</b>	<b>18.96%</b> <b>-2.17%</b>
<b>High School Districts</b>	<b>14.86%</b> <b>-1.96%</b>

Source: State-Certified Data  
 \*Decrease relative to the reserve levels of 2013-14

SCUSD's 2014-15 Unrestricted General Fund balance was 12.5%

Insert from School Services of California, Inc. 2016-17 May Revision Workshop 16


 Sacramento City Unified School District  
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## Unrestricted Fund Balance

- Unused funds at the end of the fiscal year not earmarked for a specific purpose, is repurposed through the budget process and eventually spent
  - Must maintain the required reserve for Economic Uncertainties
- Fund balance is not an on-going funding source, once used can only be replenished by increasing revenues or decreasing expenses
  - Similar to withdrawing money from a savings account to buy groceries

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## Next Steps

- 2016-17 Budget will be based on the Governor's May Revision Budget Proposal
- Continue to monitor the state budget and its impact on district finances
- We expect much debate about the aspects of this budget between the Legislature and the Governor
- Continue to follow the LCAP process
- Public Hearing for 2016-17 LCAP and Budget Adoption is June 16, 2016

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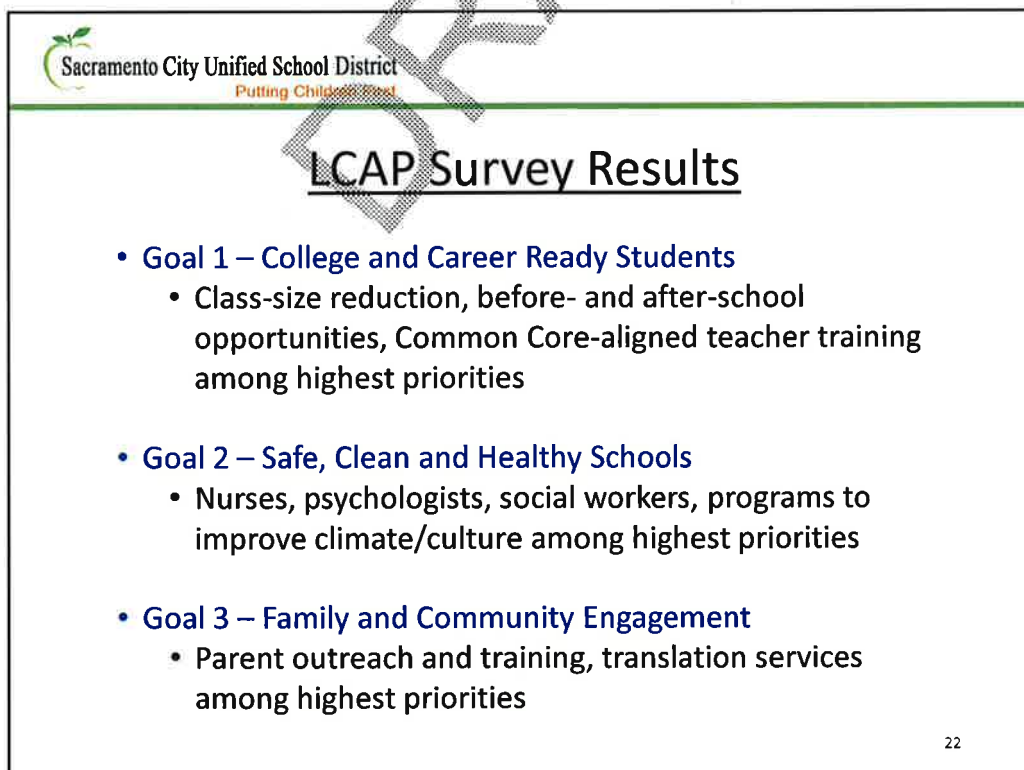
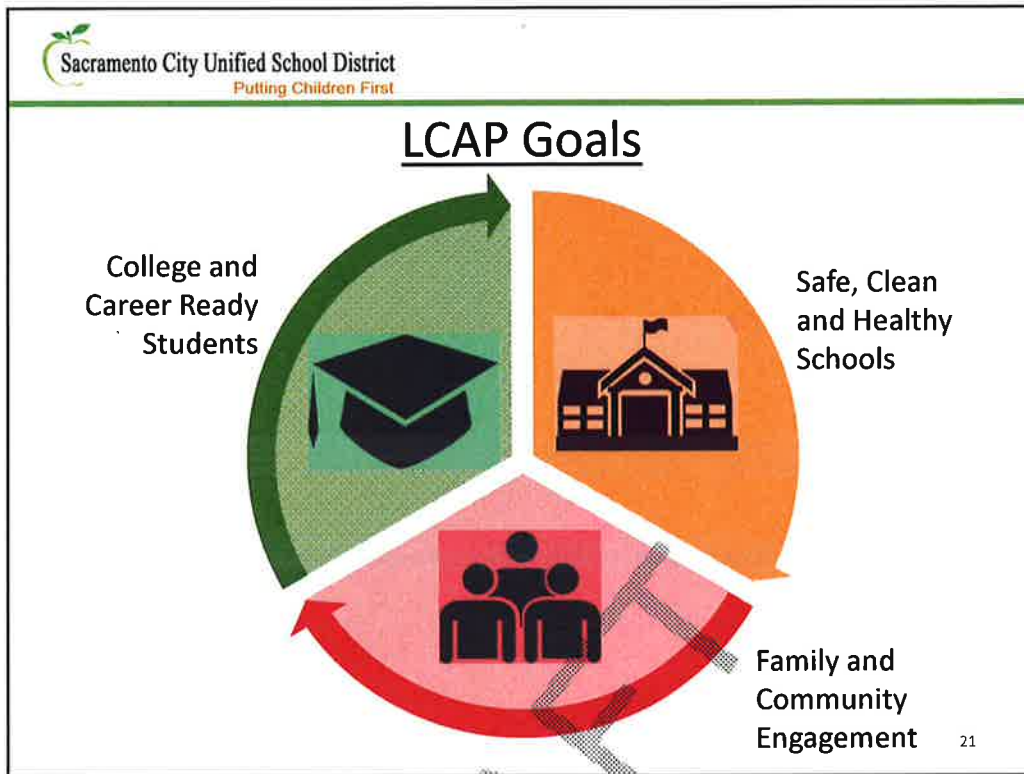
## Closing Thoughts on May Revise


- The California economy is, and has always been, cyclical; instability is part of the cycle
- Looking back nine years ago, with a booming economy, did the District have an adequate plan for the great recession that soon followed?
  - We have come a long way since then and are a bit wiser
- If SCUSD is not prepared for the next recession, a whole generation of students could again bear the burden

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## Budget Workshop

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## LCAP Advisory Committee Priorities

- Identified themes on which to focus:
  - School Climate, including Social Emotional Learning (SEL), and discipline
  - After school instruction/programs
  - Counselors (academic)
  - Serving specific populations within and beyond the LCAP-identified demographic groups (e.g. Homeless, Gifted and Talented Education [GATE], Students with Disabilities)

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## DELAC LCAP Priorities Summary

- Identified themes on which to focus:
  - High-quality ELD instruction time and professional development for teachers
  - Academic supports for English Learner students
  - Elementary arts instruction
  - Translation and interpretation services
  - Additional counselors, nurses, custodians, bi-lingual instructional assistants
  - Increased parent engagement opportunities

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## Investments in Our Students from 2015-16


College and Career Ready Students	Amount
K-3 Class Size Reduction (decrease by 2 students)	\$5,007,056
5 FTE Counselors	\$650,000
Assistant Principals @ High Schools and Middle Schools	\$1,062,000
Linked Learning (Replace expiring grant)	\$300,000
Adult Ed, Parent Participation Preschool	\$230,000
TOSAs (2 FTE) Infinite Campus - Support for Schools	\$220,000
Stipends for HS Dept. Leads	\$65,000
High School Athletic Stipend, \$10,000 per High School	\$50,000

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## Investments in Our Students Cont'd

College and Career Ready Students	Amount
Visions 2000 Summer Program	\$230,000
UCAN - College Fair	\$78,000
School Climate/Restorative Practices/SEL and Discipline	\$650,000
Transfer to Child Development Fund to sustain programs	\$1,500,000
Multilingual Literacy	\$100,000
Technology Upgrades	\$1,020,000
Library Textbook Services System	\$25,000
VAPA Music Instruments/PE Items	\$162,750





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## Investments in Our Students Cont'd

College and Career Ready Students	Amount
Infinite Campus Coach Stipends	\$50,000
2 Social Workers / 2 Special Ed Psychologists*	\$496,000
Early Kinder Expansion	\$60,000
2 Training Specialist Science*	\$240,000
Infinite Campus Support	\$60,000
Publications/Marketing	\$30,000
<b>Total College and Career Ready Students - LCAP Goal #1</b>	<b>\$12,285,806</b>

\*Based in part on Board recommendations discussed at the May 27, 2015 Board meeting


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## Investments in Our Students Cont'd

Safe, Healthy and Clean Schools	
Restore Custodial Support Staff - Clean Schools	\$2,000,000
Nurses - 9.38 FTE to maintain cuts from MAA	\$1,080,000
2 Fire Alarm Techs, 2 Bus Service Attendants	\$240,000
Immunization Clinic Staffing	\$15,384
1 School Resource Officer (SRO)	\$150,000
Desk/Chairs High Schools	\$150,000

## Investments in Our Students Cont'd

Safe, Healthy and Clean Schools	
Replace Outdated transportation equipment	\$2,000,000
504 Accommodations	\$125,000
ADA/OCR Compliance	\$100,000
1 security Staff*	\$70,000
Staff Development for Classified Staff	\$75,000
<b>Total Safe, Healthy and Clean Schools - LCAP Goal #2</b>	<b>\$6,005,384</b>

\*Based in part on Board recommendations discussed at the May 27, 2015 Board meeting


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## Investments in Our Students Cont'd

Family and Community Engagement	
School Opening Proposal (Staff/Marketing)	\$180,000
Home Visit Project / Additional Admin Support*	\$35,000
Ombudsman- increase from 6 hours to 8 hours	\$45,000
Clerical Support for Charter Oversight/Security/Legal -1 fte	\$70,000
Board Staff -Personnel*	\$80,000
\$10,000 for each Board Member*	\$70,000
Additional Translators (1 Spanish, 1 Hmong) for Matriculation and Orientation Center*	\$120,000
Web Portal Contract for Data Dashboard	\$99,202
<b>Total Family and Community Engagement - LCAP Goal #3</b>	<b>\$699,202</b>


\*Based in part on Board recommendations discussed at the May 27, 2015 Board meeting

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## Investments in Our Students Cont'd

Summary by Goal	
Total College and Career Ready Students - LCAP Goal #1	\$12,285,806
Total Safe, Healthy and Clean Schools - LCAP Goal #2	\$6,005,384
Total Family and Community Engagement - LCAP Goal #3	\$699,202
All Goals	\$18,990,392


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## 2016-17 May Revise Proposal

Estimated Revenues	Amount
Projected New 2016-17 Ongoing LCFF Revenue	\$17,802,676.00


Required/Statutory Cost Increases	Amount
Projected Increase in Step and Column - Certificated	\$2,050,879.00
Projected Increase in Step and Column - Classified	\$356,519.00
Projected Increase in Health Benefit costs - 6%	\$3,508,597.00
Increase in STRS Contribution	\$2,567,359.00
Increase in CalPERS Contribution	\$433,181.00

Additional Committed Expenditures	
K-3 CSR for all sites (24:1; 75 Teachers )	\$7,500,000.00
Covering Counselors with General Fund Unrestricted (12 FTE)	\$1,500,000.00
Reopening of Washington Elementary (Staffing Only)	\$1,346,953.00
<b>Total Projected Expenditure Increase</b>	<b>\$19,263,488.00</b>


**Total (Deficit Spending)    -\$1,460,812.00**


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## 2016-17 Proposed Supplemental & Concentration Spending

ACTION OR SERVICE	GOAL	CHANGE TO ACTION OR SERVICE IN 2016-17	CONTINUED INVESTMENT FROM 2015-16	PROPOSED NEW INVESTMENT 2016-17
Decrease class sizes in grades K-3	Increase percent of students on-track to graduate college and career ready	Add 75 teachers to reduce K-3 class sizes to 24:1	\$7,046,000	\$7,500,000
Early literacy programs are provided at pre-K and primary grades	Increase percent of students on-track to graduate college and career ready	Continued	\$1,500,000	
Maintain Parent Participation Preschool	Increase percent of students on-track to graduate college and career ready	Continued	\$230,000	
Early Kinder / Transitional Kindergarten taught by a credentialed teacher	Increase percent of students on-track to graduate college and	Addition of 2 more sites - Tahoe and John Sloat	\$1,260,000	\$234,600


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## Proposed Supplemental & Concentration


ACTION OR SERVICE	GOAL	CHANGE TO ACTION OR SERVICE IN 2016-17	CONTINUED INVESTMENT FROM 2015-16	PROPOSED NEW INVESTMENT 2016-17
Promote and support unduplicated students with work-based learning and career technical education provided at all high schools	Increase percent of students on-track to graduate college and career ready	Continued	\$2,294,000	
Build school climate by introducing the tenets of restorative practices, SEL and PBIS. Provide training in new administrative regulations for discipline - mandating shift from punitive to restorative practices	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Expand accelerated work with restorative practices from 3 schools to 18 schools	\$850,000	\$500,000
Academic supports and remediation for foster youth	Decrease the adverse effects of school mobility on foster youth	Replace lost state funding	\$88,000	\$350,800
Provide academic and career counseling to support unduplicated students	Increase percent of students on-track to graduate college and career ready	Cover 12 fte counselors	\$4,344,000	\$1,500,000

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## Proposed Supplemental & Concentration

ACTION OR SERVICE	GOAL	CHANGE TO ACTION OR SERVICE IN 2016-17	CONTINUED INVESTMENT FROM 2015-16	PROPOSED NEW INVESTMENT 2016-17
Expand access to specialized programs such as GATE, AP and IB (International Baccalaureate) for unduplicated students	Increase percent of students on-track to graduate college and career ready	Additional IB Teacher at Burbank	\$550,000	\$102,900
Increase custodial support staff to 2012-2013 levels (estimated 26 FTE) and maintain operational supplies	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Continued	\$4,650,000	
Mental and physical health supports are provided by nurses, social workers and school psychologists	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Continued	\$2,490,272	
Attendance, Dropout Prevention Coordinator to support families and schools	Prevent attendance problems and create a safe school environment	Continued	\$95,000	


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## Proposed Supplemental & Concentration


ACTION OR SERVICE	GOAL	CHANGE TO ACTION OR SERVICE IN 2016-17	CONTINUED INVESTMENT FROM 2015-16	PROPOSED NEW INVESTMENT 2016-17
Librarians assist with research and project based learning	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Continued	\$1,300,000	
District provides parent outreach and education services including site Parent Resource Centers and home visits	Parents, family and community stakeholders will become more fully engaged as partners in the education of students	Continued	\$465,201	
Stakeholders receive improved district and site communications by providing translation and interpretation services by the Matriculation and Orientation Center bilingual staff	Parents, family and community stakeholders will become more fully engaged as partners in the education of students	Continued	\$882,011	
Additional Assistant Principals at middle and high schools	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Continued	\$1,062,000	


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## Proposed Supplemental & Concentration

ACTION OR SERVICE	GOAL	CHANGE TO ACTION OR SERVICE IN 2016-17	CONTINUED INVESTMENT FROM 2015-16	PROPOSED NEW INVESTMENT 2016-17
Multilingual literacy support	Increase percent of students on-track to graduate college and	Continued	\$100,000	
District Connect Center staff provides support services for students with academic, behavior, attendance and/or social/emotional concerns	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Continued	\$200,000	
Training Specialists to offer on-going professional learning including collaboration and instructional coaching to support implementation of CCSS for <u>unduplicated students</u>	Increase percent of students on-track to graduate college and career ready	Continued	\$513,825	
Additional staffing needs at small high schools	Increase percent of students on-track to graduate college and	Continued	\$1,186,042	


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## Proposed Supplemental & Concentration

ACTION OR SERVICE	GOAL	CHANGE TO ACTION OR SERVICE IN 2016-17	CONTINUED INVESTMENT FROM 2015-16	PROPOSED NEW INVESTMENT 2016-17
Additional staffing needs for Immersion Programs	Increase percent of students on-track to graduate college and	Continued	\$646,932	
Expansion of bus routes	Increase percent of students on-track to graduate college and	Continued	\$589,111	
Covering 75% of ROTC Teachers at all comprehensive schools	Increase percent of students on-track to graduate college and <u>career ready</u>	Continued	\$750,000	
Direct allocation to school sites to support low income and English learner students contained in their Single Plans for Student Achievement (SPSA) approved by site council	Must support the District LCAP goals	Continued	\$9,800,000	
<b>TOTAL PROPOSED SPENDING</b>			<b>\$42,892,394</b>	<b>\$10,188,300</b>

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## 2016-17 Proposed One-Time Expenditures

One-Time Discretionary  
 Funds Governor's  
 January Proposal: **\$ 8,100,000**

Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
Set aside OPEB	\$ 1,705,291	All	Goal is to have \$2 million set aside every year to partially fund OPEB
Increase our Fund Balance	\$ 1,250,000	All	Recommendation is to have 15%-17% in reserve. Fitch/Moody recommends 17% for CA Schools
K-6 Classroom Libraries to Support Core Ready Instruction	\$ 1,000,000	College and Career Ready Students	Supplemental text and trade books to support ELA CCSS implementation in the absence of a K-6 textbook adoption
IT Department - Battery Backup	\$ 1,000,000	Safe, Healthy and Clean Schools	Deploy battery backup devices to network equipment supporting communications functionality at school sites


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## 2016-17 Proposed One-Time Expenditures


Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
IT Department - Computer Replacement Plan	\$ 400,000	College and Career Ready Students	Implement a sustainable, long-term plan to centrally provide and support functional, standardized computing equipment for all teachers and staff across the District
Freezer at warehouse	\$ 300,000	Safe, Healthy and Clean Schools	To repair a crack in the roof of the freezer
Shade structure	\$ 130,000	Safe, Healthy and Clean Schools	To cover the majority of our large grounds equipment, i.e. mowers, tractors, backhoe, etc.
Fleet Replacement	\$ 150,000	Safe, Healthy and Clean Schools	To replace aging maintenance/operations vehicles
Parking lot	\$ 80,000	Safe, Healthy and Clean Schools	To pave the area around the grounds shop at the yard, thereby allowing vehicles to be parked on pavement rather than dirt and would also expand the area for equipment storage.

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## 2016-17 Proposed One-Time Expenditures


Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
IT Department - Kiosks	\$ 500,000	Family and Community Engagement	Deploy kiosk computers at school sites to provide access to District resources (e.g., Online Registration, Parent Portal, Workday, etc.) by parents and staff.
City Year - \$500,000 (Youth Services can no longer fund)	\$ 250,000	College and Career Ready Students	Continuation of implementation of City Year's Whole School, Whole Child model focusing on outcomes in three key areas: attendance, behavior and course performance in English and Math. AmeriCorps members serve schools throughout the school day.
VAPA Music Instruments	\$ 200,000	College and Career Ready Students	Funding to support Arts initiatives/programs in the district and the functioning of the Music Library. NOTE the costs to sustain existing programs is \$165,000 and the additional funding is \$35,000
Visions 2000 Summer Program	\$ 230,000	College and Career Ready Students	To prevent summer learning lost in math and ELA.


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## 2016-17 Proposed One-Time Expenditures

Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
Words Their Way (K-6)	\$ 192,000	College and Career Ready Students	Instructional materials to build foundational literacy skills as part of the ELA CCSS implementation
Desk/Chairs High Schools	\$ 150,000	Safe, Healthy and Clean Schools	Need it district wide, specially with K-3 CSR.
Library Textbook Services System	\$ 100,000	College and Career Ready Students	Deploy centrally managed library and textbook asset management and service delivery software across the District. Follet Destiny library/asset management system needed for greater efficiency and management of library resources.
UCAN - College Fair	\$ 78,000	College and Career Ready Students	Support for College fair designed to inform students of an array of college options with an emphasis on HBCU (NOTE That this does not include the cost for transportation)
Professional Development for Classified Staff	\$ 75,000	Safe, Healthy and Clean Schools	To provide training and professional development in areas related to job duties.





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## 2016-17 Proposed One-Time Expenditures

Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
Student Conferences	\$ 50,000	College and Career Ready Students	Student Leadership Conferences promote cultural heritage and higher education with emphasis on student learning, high school graduation, youth voice and college and career exploration. Conferences take place on local college campuses and are co-designed/facilitated by young people The following populations will be served: <ul style="list-style-type: none"> <li>• Latino</li> <li>• African American</li> <li>• Hmong</li> <li>• Lao</li> <li>• Mien</li> <li>• Native American</li> <li>• Boys and Men of Color* - Facilitated by Sacramento BHC (minimal costs)</li> <li>• Girl Inspired* - Middle school girls conference led by Youth Development</li> </ul>


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## 2016-17 Proposed One-Time Expenditures

Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
Website upgrades (search function, school site upgrades, district site refresh)	\$ 71,000	Family and Community Engagement	Upgrades and enhancements to district and school websites. This will enhance the use of the websites as marketing tools for the district and schools and improve search functionality for parents and community.
PE Equipment and Curriculum	\$ 25,000	College and Career Ready Students	To support teachers desiring to gain a supplemental physical education credential such as ROTC and Band teachers
GALE Data Base (K-12)	\$ 50,000	Family and Community Engagement	Digital data base of supplemental texts for all content area teachers. This resource will support content area teachers to address the ELA CCSS Standards for literacy in science, social science, and career and technical subjects
Cameras & Lighting at Nicholas, Chavez and Pacific (Safety Concern)	\$ 48,709	Safe, Healthy and Clean Schools	Many cameras being utilized are analog that need to be replaced with digital cameras with greater functionality and clarity. These funds will be used to purchase cameras for one school and lighting for three schools


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## 2016-17 Proposed One-Time Expenditures

Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
Debate Team	\$ 30,000	College and Career Ready Students	To support students development in public speaking, leadership and debate
Additional \$30,000 for FACE (i.e. snacks, childcare, material development)	\$ 30,000	Family and Community Engagement	The following are items/services FACE will use with the additional funding: <ul style="list-style-type: none"> <li>• Child sitters</li> <li>• Translations as needed</li> <li>• Material development/copying/etc</li> <li>• Snacks for Parents and Children in daycare</li> <li>• Professional development opportunity for FACE staff</li> <li>• Support for all the area schools we serve in the FACE department in our one time workshops, SSC training, Community Meetings, etc (snacks, child sitters, translation, etc)</li> </ul>


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## 2016-17 Proposed One-Time Expenditures

Superintendent's recommendations for use of one-time funds	One-time Funds for 2016-17	LCAP Goal	Detail Description
Active Shooter Training	\$ 5,000	Safe, Healthy and Clean Schools	This Critical Incident Response for Schools training "The First Fifteen", is designed to prepare all school employees to handle an emergency event on their campus. The approach is to train administrators, teachers and classified employees how to work as a team during a crisis incident when time is your biggest enemy.
<b>Total One-Time</b>	<b>\$ 8,100,000</b>		
<b>Net Remaining Unallocated Revenue</b>	<b>\$ -</b>		

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## 2016-17 Proposed One-Time Expenditures

### May Revise

Estimated Additional One-time Discretionary Funds  
 May Revise: \$ 1,006,725

Possible Options	One-time Funds for 2016-17	LCAP Goal	Detail Description
Set aside OPEB	\$ 406,725	All	Goal is to have \$2 million set aside every year to partially fund OPEB
Increase our Fund Balance	\$ -	All	Recommendation is to have 15%-17% in reserve. Fitch/Moody recommends 17% for CA Schools
Technology upgrades	\$ 300,000	College and Career Ready Students	Repair/upgrade outdated technology districtwide
Equipment	\$ 300,000	Safe, Healthy and Clean Schools	Repair/upgrade outdated equipment districtwide
<b>Total Proposed from May Revise</b>	<b>\$ 1,006,725</b>		


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# THANK YOU!

## Questions?



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

**Meeting Date:** June 2, 2016

**Subject:** Public Hearing on the Initial Charter Petition for Growth Public Schools

- 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 Initial Charter Petition for Growth Public Schools.

**Background/Rationale:** The Governing Board will hold a Public Hearing in accordance with Education Code section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools. The Petition seeks to serve K-8 students utilizing a slow growth model starting with K-1 students in the 2017-2018 school year. Sacramento City Unified School District received Growth Public Schools' Initial Charter Petition on May 16, 2016.

**Financial Considerations:** Financial and compliance considerations will be made available for this agenda item after staff has thoroughly reviewed the Initial Charter 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 Initial Charter Petition for Growth Public Schools  
June 2, 2016



### I. OVERVIEW / HISTORY

Sacramento City Unified School District received an Initial Charter Petition from Growth Public Schools on May 16, 2016. Growth Public Schools seeks a five-year term to serve K-8 students utilizing a slow growth model starting with K-1 students in the 2017-2018 school year and adding one grade level each school year thereafter. The purpose of the Public Hearing is to consider the level of support for the Initial Charter Petition for Growth Public Schools.

### II. DRIVING GOVERNANCE

The Initial Charter Petition process is guided by Education Code 47605. The Governing Board will hold a Public Hearing in accordance with Education Code section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools. Public Hearing must be held within 30 days of receiving a petition and Board Action must take place within 60 days of petition receipt unless both parties mutually agree to an extension of an additional 30 days. Sacramento City Unified School District and Growth Public Schools have not mutually agreed to a 30 day extension, and Board Action is currently scheduled for August 18, 2016. Based on the May 16, 2016 petition submission date, there are no scheduled Board meetings in July 2017 to grant or deny the Initial Charter Petition within 60 days of receipt of the petition.

A charter may be granted pursuant to Education Code 47607 (a) (1) for a period not to exceed five years.

### III. BUDGET

The budget for Growth Public Schools should be detailed within the Initial Charter 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 August 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 Initial Charter Petition for Growth Public Schools. District staff will present a comprehensive review of the Initial Charter 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 August 18, 2016.

### V. MAJOR INITIATIVES

Not Applicable.

### VI. RESULTS

Not Applicable.

## Board of Education Executive Summary

### Strategy and Innovation Office

Public Hearing on the Initial Charter Petition for Growth Public Schools  
June 2, 2016



#### VII. LESSONS LEARNED / NEXT STEPS

- District staff conducts a thorough and comprehensive review of the Initial Charter Petition.
- District staff presents the findings and a recommendation for approval or denial of the Initial Charter Petition at the Board Meeting on August 18, 2016.
- The Board reviews District staff's findings and recommendations, and the Board approves or denies the Initial Charter Petition at the Board Meeting on August 18, 2016.

**Sacramento City Unified School District**  
Growth Public Schools

## **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 Initial Charter Petition for Growth Public Schools**

Copies of this program may be inspected at:

**Serna Educational Center**  
**5735 47<sup>th</sup> Avenue**  
**Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will hold a public hearing in accordance with Education Code section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools. The district received Growth Public Schools' Initial Charter Petition on May 16, 2016.

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**HEARING DATE:** Thursday, June 2, 2016

**TIME:** 6:30 p.m.

**LOCATION:** Serna Educational Center  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

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

## **Executive Summary**

### **Growth Public Schools Mission**

To prepare a diverse community as the next generation of problem solvers, innovators, and agents.

### **Vision**

Growth Public Schools (GPS) will be one of the most innovative schools in the country. Students will be problem solvers, innovators, and agents of change. We will be a diverse and connected community that works together to solve difficult problems. We will use science, math, humanities, arts, and design, to round out our experiences and think outside of the box. We will be prepared for the changing and dynamic world of today and tomorrow.

### **Core Beliefs**

We believe:

- In the unlimited potential of each individual child and their greatness
- That innovation is critical to success
- Learning should be authentic, creative, open-minded, and rigorous
- That mindsets are critical
- Social emotional learning and character education are critical
- In the powerful benefits of a diverse community
- In a connected and caring community
- That our families and communities are strong partners
- In a caring culture that is rigorous, joyful, and fun

GPS will develop; problem solvers, innovators and agents in a community based school. As such, all of our instructional elements will be tied into these goals. We have outlined these elements below, recognizing that there is significant overlap between each of the elements.

### **Problem Solvers**

Students need to be able to look at complex problems and ask difficult questions to build lifelong problem solving skills. GPS students will embark upon a journey of problem solving every day. We want our students to identify problems and propose creative solutions.

### **Innovators**

An innovative and creative environment is critical at GPS. We see it as a mindset, a way of being, and a way of life. We strive for a culture of innovation in everything we do.

### **Agents**

At GPS, students will not be passive recipients of information. Students will be asked to think for themselves and take responsibility for their actions and lives. We imagine a world where adults



guide students to greatness by getting out of the way and letting them own their success and failures. Ultimately, they will be leaders and agents over their lives, as their future success depends on it.

### **Community Based School**

We believe in the power of community. GPS will not only be a powerful community inside the school, but will have multiple and diverse opportunities to build community within and outside of the school. We also believe that the entire school community, including students, facilitators (our name for teachers), families and the larger Sacramento community will all work together to ensure the success of our students.

### **Innovation**

Our schools are not set up to prepare students for a rapidly changing world. Simply put, the current school system was designed in a different era and structured for a different society. **See Appendix A. Transformation Vision for Education in the U.S.** Students need different skills than they needed just a decade ago to be prepared for future success. The most important skills are: critical thinking, creativity, communication, and collaboration. GPS will be a new blue print for schools to impart these skills. The design of GPS reflects the characteristics of a paradigm shift in education:

#### **Present**

Emphasis on content, acquiring a body of right information

Learning as a product, a destination

Relatively rigid structure, prescribed curriculum

#### **Future (GPS)**

Emphasis on learning how to learn, how to ask questions

Learning as a process, a journey

Relatively flexible structure, belief that there are many ways to teach given subjects

We will incorporate in our blueprint the following key elements to be discussed in more detail in the petition:

- **Rigorous, competency based instruction:** curriculum aligned with the most current and rigorous college-ready standards (Common Core and others)
- **Personalized learning:** learning experiences that address the distinct academic needs, interests, aspirations, or cultural backgrounds of individual students
- **Social emotional learning:** explicit character education and key habits of success drawn from the latest research from the Collaborative for Academic, Social and Emotional Learning (CASEL)

- **Project based learning:** students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge
- **Cultivating an innovative and entrepreneurial mindset:** students learn to be adaptable and agile, to iterate, and generate creative solutions to problems
- **Expeditions:** students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected
- **High quality facilitators:** teachers contribute structure and process to interactions of students as they achieve exceptional performance
- **Family as the base of all learning and development:** active relationship with a child's family, as well as the larger school community, neighborhood, and city

In line with the original vision of charter schools, we want to be a kind of public school where teachers can experiment with innovative ways of reaching students. We want to draw upon our experiences to create high-performing educational laboratories and share our successes and failures with other public schools in SCUSD.

## Diversity

Our goal is to have GPS' student body representative of Sacramento, America's most integrated major city.<sup>1</sup> There is increasing evidence that diversity makes us smarter. Researchers have documented that students' exposure to other students who are different from themselves leads to improved cognitive skills, including critical thinking and problem solving.<sup>2</sup>

Apart from the cognitive benefits, there are additional reasons why we believe an increasing numbers of families from different racial, ethnic, and economic backgrounds will want to send their children to GPS. Students can learn better how to navigate adulthood in an increasingly diverse society if they attend diverse schools.

Taken together, we believe our commitment to educational innovation and diversity will help reinvigorate the twin promises of American public education: to promote social mobility for low income children and social cohesion among America's increasingly diverse populations.

## Sacramento

Sacramento is the capital of as the world's seventh largest economy, and for the past several years, local investors, university administrators, city leaders, and community developers have been pursuing a range of separate projects to make the Sacramento metropolitan area an innovation hub. Those efforts are beginning to have an effect. However, most of Sacramento's schools continue to operate under the present paradigm of teachers possessing content knowledge and transferring it to students. Yet the future demands students be collaborative

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<sup>1</sup> <http://sacramento.press.com/2015/01/24/sacramento-the-most-integrated-major-city-in-the-us/>

<sup>2</sup> <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

problem solvers able to adapt to the rapid pace of change. This demand privileges process knowledge over content knowledge because content is available now on an as-needed basis.

New California state figures suggest the Sacramento metropolitan area will see some of the strongest population growth in the state in coming decades. GPS would like to be part of the solution to more innovative school choices and development for our community.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

**Meeting Date:** June 2, 2016

**Subject:** Approve Resolution No. 2892: Material Revision of the Charter for Bowling Green Charter School

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

**Department:** Office of Strategy and Innovation

**Recommendation:** To conduct Public Hearing to consider the level of support for the material revision of the charter for Bowling Green Charter School, and to conference and take action to approve the material revision.

**Background/Rationale:** Bowling Green Charter School is a Sacramento City Unified School District authorized dependent charter school. The charter school is comprised of two distinct small learning communities: Chacon Language and Science Academy and Ken McCoy Academy for Excellence. Both small learning communities operate under one charter and have their own administrator, governance structure, budget, and educational program. The current charter is due to expire on June 30, 2018. Based on the concerns regarding the current charter as outlined in the letter dated August 7, 2015 by the previous Charter Oversight Coordinator, the material revision will remedy the issues to be corrected. The Governing Board will hold a Public Hearing in accordance with Education Code Section 47607 (a) (2) on June 2, 2016 as well as a presentation by Jack L. Kraemer, Charter Oversight Coordinator, on the material revision of the charter for Bowling Green Charter School for Board Action.

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Engagement

**Documents Attached:**

1. Executive Summary
2. Public Hearing Notice
3. Midterm Review: Bowling Green Charter School Responses
4. Amendment 1
5. Resolution
6. Charter Petition

**Estimated Time of Presentation:** 5 minutes

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

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

# Board of Education Executive Summary

## Office of Strategy and Innovation

Approve Resolution No. 2892: Material Revision of the Charter for Bowling Green Charter School



### I. OVERVIEW / HISTORY

#### *Action Proposed:*

Charter Oversight Coordinator recommends approval of the material revision of the charter for Bowling Green Charter School effective immediately through the current charter expiration date of June 30, 2018.

#### *History:*

Bowling Green Charter School is a Sacramento City Unified School District authorized dependent charter school. The charter school was established in 1993 as the 18<sup>th</sup> charter in the State of California. Bowling Green Charter School is comprised of two distinct small learning communities: Chacon Language and Science Academy and Ken McCoy Academy for Excellence Located respectively at 6807 Franklin Boulevard, Sacramento, CA 95823 and 4211 Turnbridge Drive, Sacramento, CA 95823. Both small learning communities operate under one charter and have their own administrator, governance structure, budget, and educational program. The current charter is due to expire on June 30, 2018.

Based on the concerns regarding the current charter as outlined in the letter dated August 7, 2015 by the previous Charter Oversight Coordinator, the material revisions will remedy the issues to be corrected. The primary concerns involve aligning the governance structure of the Charter School with District administrative structure, and ensuring that the processes for the Charter's hiring and evaluation of the Charter's administration are consistent with the District's processes and Collective Bargaining Agreements.

### II. DRIVING GOVERNANCE

As defined by Education Code Section §47607 (a) (1), a material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter; (a) (2), renewals and material revisions of charters are governed by the standards and criteria in Section 47605. Governance structure and employee/administration qualifications are two of the numerous elements required for reasonably comprehensive description in a charter school petition pursuant to Ed. Code 47605 (b). Furthermore, these provisions must be consistent with District practices as the District acts as the exclusive employer under Education Code 47611.5 for Bowling Green Charter School.

The Governing Board will hold a Public Hearing in accordance with Education Code Section 47605 (a) (6) (b) and take Board Action on June 2, 2016.

## Board of Education Executive Summary

### Office of Strategy and Innovation

Approve Resolution No. 2892: Material Revision of the Charter for Bowling Green Charter School



Based on the concerns regarding the current charter as outlined in the letter dated August 7, 2015 by the previous Charter Oversight Coordinator, the material revisions will remedy the issues to be corrected.

#### **III. BUDGET**

None

#### **IV. GOALS, OBJECTIVES, AND MEASURES**

Not Applicable.

#### **V. MAJOR INITIATIVES**

Not Applicable.

#### **VI. RESULTS**

The material revision of the charter meets statutory requirements, and Charter Oversight Coordinator recommends that the material revision of the charter for Bowling Green Charter School be approved.

#### **VII. LESSONS LEARNED / NEXT STEPS**

*Next Steps:*

As the charter authorizer, District will provide continued oversight.

**Sacramento City Unified School District**  
Bowling Green Charter School

## **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 Material Revision of the Charter for Bowling Green Charter School**

Copies of this program may be inspected at:

**Serna Educational Center**  
**5735 47<sup>th</sup> 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 material revision of the charter for Bowling Green Charter School.

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**HEARING DATE:** Thursday, June 2, 2016

**TIME:** 6:30 p.m.

**LOCATION:** Serna Educational Center  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

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



Governance Structure:

District Concerns	Bowling Green Responses
<p>It is unclear what the Bowling Green Educational Center is (pg. 1 and 28). Please clarify how the Bowling Green Educational Center differs from Bowling Green Charter School.</p>	<p>The school is referred to as Bowling Green Charter School. Educational Center is an outdated term and is no longer being used.</p>
<p>While the Charter for this dependent charter school provides that it will operate independently of the district administrative structure, it also states that it is bound by the negotiated agreements between the Board and the various bargaining units. (pg. 1) Board Policy 2000, Administration, provides that “[a]ll schools and divisions shall form a single administrative system organized so that appropriate decision making may take place at various levels.” Also, the statement regarding operating independently is vague and requires further clarification to be free of conflicts with the requirement to follow the United Professional Educators’ Collective Bargaining Agreement.</p>	<p>Page 20, section titled, “Scope of Decision-Making” will be removed.</p>
<p>In Element D, the Charter states that “[school-level] policies will be submitted for approval to the District’s governing board.” (pg. 17) Please provide any policies that have been approved by the District’s governing board or have been adopted by the Charter School, but have yet to be presented to the governing board.</p>	<p>No new policies or charter amendments have been proposed and none were submitted to the District.</p>
<p>In Element E, it is stated that the staff members at the Bowling Green Charter School continue to be employees of the SCUSD Board of Education (pg. 20); however, the staff members of dependent charter schools are employees of the school district</p>	<p>Sentence will read as follows: Staff members at Bowling Green Charter School will be employees of SCUSD.</p>

Collective Bargaining Agreements:

District Concerns	Bowling Green Responses
<p>The predominant issue concerns the school site (Steering Committee and Joint Leadership Committee) hiring, evaluating, and recommending for release of school administrators who are members of UPE.</p> <p>a) The Charter provides that the selection of a new administrator will come from the JLC’s recommendation to the Board of Education. (pg. 19.) Under AR 4311, it is the Superintendent’s job to ultimately make the recommendation to the Board.</p> <p>b) Evaluation of the administrator resulting in a vote of confidence (pg. 19-20) conflicts with UPE CBA Article 5, which sets out the process for evaluation of administrators by the District. The vote of confidence requires a 2/3 vote that the administrator is <i>adequately performing in order to continue in the position.</i> (pg. 20.) This clearly conflicts with the UPE CBA. This is an issue as the Charter’s processes ultimately lead to a report of the no confidence vote from the School’s JLC to the Board of Education – again counter to the typical processes followed by the District and the UPE CBA. This process described in the charter makes for a difficult and potentially contentious process between Bowling Green, the District, and UPE</p>	<p>a) The Procedures for Selecting a New Administrator (page 19) will be revised as follows:</p> <p>Tier I: The responsible segment administrator will establish a Tier I school site interview panel, consisting of representatives from site / central administration, teachers, classified employees, parents, and the community. The panel will recommend at least four candidates if available to move forward to the next level.</p> <p>Tier II: The responsible segment administrator will coordinate the Tier II site Steering Committee interview panel consisting of the Steering Committee members of the impacted SLC and the administrator for the other SLC. The panel will recommend at least three candidates if available to move forward to the next level. Steering reserves the right to restrain from moving any candidates forward if they feel none meet the needs of the school.</p> <p>Tier III: The Superintendent completes a final review of the candidates for recommendation to the Board of Education. The Board receives the recommendation put forth by the Superintendent and acts on the final candidate appointment.</p> <p>b) Page 19 - 20, the sections titled <u>Administrator Evaluation</u> and <u>Vote of Confidence</u> will be removed.</p>
<p>The Charter states that there will be a total of 178 instructional days for the 2012-13 school year. (pg. 4) For the 2015-16 school year, there will be 180 instructional days.</p>	<p>The charter recognizes and will follow the current approved SCUSD school calendar.</p>

District Concerns	Bowling Green Responses
<p>The language in the Charter regarding administrative/business services, nutritional services, and other district services contradicts the language in the collective bargaining agreements. The Charter states the following:</p> <p>a) <i>If the cost of using the district’s administrative/business services becomes too expensive or if the charter school is not satisfied with the service, the charter school may use another source for its business services – e.g., a county office of education or a joint powers authority, or outside provider. (pg. 27)</i></p> <p>b) <i>The charter school may also choose another source for its food services and independently seek reimbursement from the federal government’s free and reduced lunch program. (pg. 27)</i></p> <p>The Charter language above contradicts Article 24 of the Service Employees International Union CBA and Article 23 of the Classified Supervisors Association CBA, which state that the unions have the right to meet and negotiate services that are performed by members of the bargaining unit and are being contracted out. As a dependent charter school, Bowling Green Charter School is a part of the Sacramento City Unified School District, and not a separate legal entity with an ability to enter into outside contracts. Any and all such service contracts as described above have to be approved through the District’s governing board. (See Board Policy 3312, Contracts.)</p>	<p>a) This paragraph on page 27 will be deleted from the charter document.</p> <p>b) This paragraph on page 27 will be deleted from the charter document.</p>

# Bowling Green Charter School: Amendment 1 (June 2, 2016)

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## Governance Structure:

Pages 1 and 28: “Bowling Green Educational Center” is replaced with “Bowling Green Charter School”.

Page 20: Section titled “Scope of Decision-Making” is removed.

Page 20: Staff members at Bowling Green Charter School are employees of SCUSD.

## Collective Bargaining Agreements:

Page 19: The Procedures for Selecting a New Administrator is revised as follows:

Tier I: The responsible segment administrator will establish a Tier I school site interview panel, consisting of representatives from site / central administration, teachers, classified employees, parents, and the community. The panel will recommend at least four candidates if available to move forward to the next level.

Tier II: The responsible segment administrator will coordinate the Tier II site Steering Committee interview panel consisting of the Steering Committee members of the impacted SLC and the administrator for the other SLC. The panel will recommend at least three candidates if available to move forward to the next level. Steering reserves the right to restrain from moving any candidates forward if they feel none meet the needs of the school.

Tier III: The Superintendent completes a final review of the candidates for recommendation to the Board of Education. The Board receives the recommendation put forth by the Superintendent and acts on the final candidate appointment.

Page 19 and 20: Sections titled Administrator Evaluation and Vote of Confidence is removed.

Page 4: The charter will operate and align with the approved SCUSD academic calendar each school year.

Page 27: The below paragraphs are deleted.

*If the cost of using the district’s administrative/business services becomes too expensive or if the charter school is not satisfied with the service, the charter school may use another source for its business services – e.g., a county office of education or a joint powers authority, or outside provider.*

*The charter school may also choose another source for its food services and independently seek reimbursement from the federal government’s free and reduced lunch program.*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 2892  
RESOLUTION TO APPROVE THE MATERIAL REVISION OF THE CHARTER FOR  
BOWLING GREEN CHARTER SCHOOL**

WHEREAS, Bowling Green Charter School is a Sacramento City Unified School District authorized dependent charter school established in 1993; and

WHEREAS, the District's Governing Board held a public hearing and took board action on June 2, 2016; and

WHEREAS, the Governing Board has considered the level of public support for the Material Revision of the Charter for Bowling Green Charter School and has reviewed all information received with respect to the Material Revision, including all supporting documentation; and

WHEREAS, after analysis of the Material Revision and the related supplemental materials, the Superintendent and Charter Oversight Coordinator have recommended approval of the Material Revision of the Charter for Bowling Green Charter School as set forth in Amendment 1.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby approves the Material Revision of the Charter for Bowling Green Charter School as set forth in Amendment 1.

BE IT FURTHER RESOLVED the term of the charter will remain June 30, 2018.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 2<sup>nd</sup> day of June, 2016, by the following vote:

AYES: \_\_\_\_  
NOES: \_\_\_\_  
ABSTAIN: \_\_\_\_  
ABSENT: \_\_\_\_  
ATTESTED TO:

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José L. Banda  
Secretary of the Board of Education

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Christina Pritchett  
President of the Board of Education

# Bowling Green Charter and Petition

Submitted to the Sacramento City Unified School District Board of Education

## ***Bowling Green Vision:*** **Proficiency for all students by:**

- Nurturing critical thinkers with a passion for learning.
- Guiding students to be caring and culturally aware.
- Developing confident individuals who apply Lifeskills and become well rounded, proactive members of society.

### **Introduction**

Bowling Green has been a successful charter school since 1993. It was the 18<sup>th</sup> charter in the State of California. Many of the programs at Bowling Green have been successfully replicated at schools throughout the nation. It was a pioneering charter, widely acclaimed and continues to be studied. The staff at Bowling Green has gone through numerous adaptations including changes in program, curriculum and departmental structure. As a result, we are today comprised of a group of teachers and administrators who are flexible, creative and ever more dedicated to providing programs that best meet the needs of our students. The charter renewal we are presenting consists of two distinct small learning communities (hereinafter referred to as SLCs): the Ken McCoy Academy for Excellence and the Chacón Language and Science Academy, working in tandem to serve the needs of our changing population. Both SLCs will operate under one charter, the Bowling Green Educational Center. Each small learning community will have its own administrator, governance structure, budget and educational program. Recognizing the need for efficient interaction between the two communities, a Joint Leadership Committee (JLC) will meet regularly to oversee common concerns and programs.

Today, a revised charter is being submitted for renewal. It has been updated to reflect changes in our population, organizational structure, and educational plan. Our goal is to consistently provide instruction and support that will meet the needs of our diverse community.

Bowling Green will use the charter to continue working toward the school mission of proficiency for all children. Although characterized as a “dependent” charter, it will operate independently of the district administrative structure. The charter, however, is bound by the negotiated agreements between the Board and the various bargaining units with members at Bowling Green. This approach permits the charter school to use the best from within the district and the best from outside sources providing stability and success at Bowling Green.

The school has improved in many ways that might not have occurred had it remained completely within the district administrative structure. Using its site-based approach to governance, for example, the staff brought the school from one of the three lowest performing elementary schools among the sixty in the district, to one that is 33 out of 62. This is reflected by steady growth on the state Academic Performance Index (API). The independent approach has also resulted in one of the best school libraries in the district, and one of the most far reaching and effective site-based governance models in the region. Although these are accomplishments we are extremely proud of, we ultimately strive to bring our students to a level where they can not only compete on par with students from throughout California, but become leaders in their communities.

The updated charter allows Bowling Green to continue the “skunk works” role that it has played the past 15 years. This will benefit the district as a whole. Over twenty years ago, Peters and Waterman described a “skunk works” as: *“a safe harbor in an organization for a project team to try innovation. The members of the skunk works’ team are generally just a bit out of the mainstream in terms of having the same rules to follow as the rest of the organization. Industry is filled with examples of large organizations with successful skunk works.*

*These organizations take pride in their skunk works. It allows the organization to depart in a safe way from the ordinary to create innovation while maintaining order in the rest of the organization. A skunk works also protects the project team from internal organizational threat." (In Search of Excellence, 1981)*

## **An affirmation of each condition described in Education Code Section 47605 subdivision (d)**

### **Assurances**

*47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.*

*(b) A charter school that was granted a charter by a local educational agency that does not comply with subdivision (a) may not be deemed a local educational agency pursuant to this article, but shall be deemed a public school of the local educational agency that granted the charter.*

*(c) A charter school that has been granted a charter by the State Board of Education, and for which the board has delegated its supervisory and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, and does not comply with subdivision (a), shall be deemed a public school of the local educational agency to which the board has delegated its supervisory and oversight responsibilities.*

*(d) A charter school that has been granted a charter by the State Board of Education, and for which the board has not delegated its supervisory and oversight responsibilities pursuant to paragraph(1) of subdivision (k) of Section 47605, may not be deemed a local educational agency unless the charter school complies with subdivision (a).*

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*
3. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
4. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be offered a chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
5. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
6. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
7. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
8. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
9. Will at all times maintain all necessary and appropriate insurance coverage.
10. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
11. Will adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school.

## **Description of the Items Required by Education Code Section 47605 subdivision (b) paragraph (5) of the Charter Schools Act**

*Section 47605 (b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following:*

### **Element A: Educational Program**

(See Element A-Appendix for supporting documents)

As the student population of Bowling Green has changed, so have our students' needs. We as teachers and administrators have worked very hard to create effective and equitable responses to the varied needs our students have today. The following descriptions of our two Small Learning Communities' educational programs are the culmination of much of this effort. . Both share a strong commitment to our mission of proficiency for all students. Some educational philosophies and curricular programs are shared in common, but the two SLCs' structures, approaches and philosophies are dissimilar enough that a separate description of each will be presented. In an effort to simplify, we will first present the curricular programs and aspects that our two SLC's share. A section about the distinct educational program of each SLC will follow.

### **Shared Components of the McCoy and Chacon Educational Program**

#### **Students to be served**

We serve 800 Kindergarten through sixth grade students in general education classrooms. Many of the students come from families with economic and social needs. Bowling Green is a 100% free meals campus with all students offered the opportunity for free breakfast and lunch. Currently, 62 students enrolled at Bowling Green reside outside of the Sacramento City Unified district. The number of limited English proficient students increased from 14% twenty years ago to 61% in 2011-12.



Table 1-Enrollment 2012-2013

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	Total
Chacon	59	58	50	53	50	45	40	355
McCoy	63	77	78	67	53	58	61	457
Total	118	132	130	119	93	97	102	812

The maximum enrollment capacity for Chacon Academy is 450 students. Maximum enrollment for McCoy is 510.

### Attendance

Bowling Green uses the SCUSD traditional trimester calendar for elementary schools with a total of 178 instructional days for 2012 – 2013. Our school day begins at 8:10 a.m. and ends at 2:05 p.m. The instructional minutes for primary students is 285 minutes per day and for intermediate students is 305 minutes.

Bowling Green strives to maintain a minimum 95% attendance rate. Families are provided with information regarding attendance policies at the beginning of the school year.

### An educated person in the 21<sup>st</sup> century

An educated person must initially develop the tools necessary to learn. From that point on, he or she must be prepared academically, socially, culturally, and linguistically to meet new experiences and solve new problems. An educated person in the 21<sup>st</sup> century must be able to confront new situations and have the skills necessary to surmount the difficulties he or she encounters.

The educational program is designed to foster the use of body, mind, and spirit to make positive changes that affect one’s self, one’s family, one’s school, one’s neighborhood, and one’s community. Contributions to change can be made individually or collectively with others. The program is also designed to enable students to become self-motivated, competent, and lifelong learners; in other words, an “educated person” in the 21<sup>st</sup> Century.

In a linguistically diverse society, the acquisition of a second language can not only be a key to achieving greater cultural and social awareness; it can also provide students with a wider array of job opportunities in the future and give them skills they may need to adapt to change more readily in the workplace. In California, familiarity with a second language, or more, allows an individual to communicate with a wider community, enhancing their effectiveness as a leader.

### How learning best occurs

Students learn best in a nurturing, supportive, *safe* environment. The Bowling Green community will provide an environment that is brain-compatible, healthy, positive and cooperative. Students learn best when they receive comprehensible input. The Bowling Green learning community works to ensure that instruction is delivered in different modalities, addressing the various strategies for receiving and processing information, and accessing students’ multiple “intelligences.” Students learn best when they have the opportunity to try harder, to take chances and learn new skills in a supportive environment. The Bowling Green learning community strives to give our students these opportunities through before and after-school tutoring, and enrichment classes that explore the visual and performing arts and project-based learning.

In our efforts to provide the best possible learning environment for our students, Bowling Green works with families to create and develop opportunities to work as partners to improve student learning:

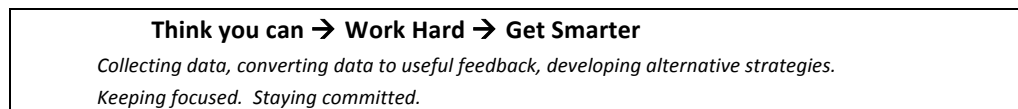
- Steering Committee
- English Learner Advisory Committee
- Parent Design Teams
- Volunteer Opportunities
- Parent workshops
- Parent Teacher Conferences
- Home Visits

- Beginning of the year conferences with each family
- Connect Ed messages
- Family Night Activities
- Translation as needed

### The Efficacy Approach

The Self-Directed Improvement System (SDIS) has its roots in developmental psychology and social psychology. One of the major ideas is: smart is not something you are, it is something you get by working hard; knowledge is constructed. Efficacy assumes that everyone has the brains, but not everyone knows how to get smarter. The first step is to believe you can get smarter. If you believe you can, then you will work hard. If you work hard by keeping focused, by staying committed, and by developing alternative strategies when you encounter an obstacle, then you will get smarter. With success comes increased self-confidence, which adds the momentum to keep the cycle going. The alternative strategies are created by using the Data-Feedback-Strategy (DFS) method that involves: 1) identifying a target; 2) collecting data about how one is doing in relation to the target; 3) converting data to useful information, and then, 4) using the useful information to create strategies. The Data-Feedback-Strategy method can be used by students and teachers in various situations, from shooting basketballs in PE to learning long division in Math.

Figure 1: The Efficacy Approach



The Self-Directed Improvement System (SDIS) also states that you don't get smarter unless you are challenged in your Zone of Development (ZOD). This is an area a little beyond your current abilities and knowledge. Goals in the ZOD are difficult but they are something you can obtain if you work at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, you get bored. In the latter you get frustrated. The Zone of Development is where you get smarter and develop your knowledge and abilities.

Other strategies found in the Efficacy approach which help you get into and stay in your Zone of Development include: using the strong side over the weak side, attribute theory, using feedback to find your personal learning zone, and developing and using a support group. The underlying theme of these strategies is that the responsibility for development and the ability to develop rests with each individual. The strategies are the skills and attitudes that are taught at Bowling Green so that students and teachers develop and get smarter in their personal Zone of Development.

### Brain Compatible Approach

If Efficacy is the motivational and self-powering aspect of the educational program, then the brain compatible approach is the pedagogical process that describes how learning best occurs. The brain compatible integrated thematic instructional (ITI) approach combines the accumulated knowledge in the following three areas: brain research, teaching strategies, and curriculum development. When knowledge from these areas is incorporated into lessons, there is greater chance that development will occur. Moreover, the Lifeskills that are part of a brain compatible approach are also empowering.

Many of the instructional strategies used in today's traditional classrooms are brain antagonistic. Traditional instruction is heavily weighted toward using only two intelligences: logical-mathematical intelligence ("number/reasoning smart") and linguistic intelligence ("word-smart"). There are at least six other intelligences that are often neglected in schools. Howard Gardner identifies the other six intelligences as: spatial intelligence ("picture smart"), bodily kinesthetic intelligence ("body smart"), musical intelligence ("music smart") intrapersonal ("self smart") interpersonal intelligence ("people smart") and naturalist intelligence ("nature smart"). Use of Gardner's Multiple Intelligences (MI) approach to teaching exposes students to learning in different modalities. Studies have shown that approximately 70% of English Only (EO) students learn through

traditional methods. MI instruction provides a variety of learning opportunities for the other 30%, including “real life” learning experiences, especially English Learners. This method of instruction also allows students to frequently use the intelligences they are comfortable with, while developing the other forms of intelligence with which they are less accustomed.

Thomas Armstrong suggested that each of these six additional intelligences represent different “potential pathways” to learning. He pointed out that, *“If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning.”* This approach is consistent with the charter school idea of individualizing teaching and learning by matching instructional strategies with each student’s learning style. This is akin to matching a round peg to a round hole rather than trying to force a square peg into a round hole.

The human brain learns best when it can utilize all its intelligences and when the following eight elements are present: Absence of Threat, Meaningful Content, Choices, Adequate Time, Enriched Environment, Collaboration, Immediate Feedback, and Mastery.

The staff continues to work toward using what is known and the most current research about how the brain works to enhance the traditional school curriculum and increase student learning. When an ITI model is fully implemented, the focus is on the learner making sense and discovering for him/herself the important concepts that need to be mastered. This is done through teacher-designed inquiries or activities that are brain compatible. To ensure all students will have access to concepts, inquiries, or activities are not limited to one or two intelligences, teachers design inquiries to be accomplished using Gardner’s eight problem solving intelligences. Using all eight of the intelligences increases the opportunities for a student to understand what is being taught. Teachers will use real-life experiences to enhance the curriculum.

In the ideal, a fully implemented ITI model, there is much less reliance on textbooks and worksheets to learn concepts. Students spend more time doing hands on activities. An ITI method requires teachers to be knowledgeable and skilled by talking to knowledgeable people, by seeking outside resources, by reading widely. An ITI process focuses on teaching and learning concepts. Reading, writing, math, and visual and performing arts are used as tools when studying the concepts. It takes time, collaboration, powerful mentoring, coaching, and professional development among the teachers to develop inquiries that will meet the standards using an ITI model.

**Curriculum Development** States standards drive the development of curriculum designed to meet instructional needs. Professional development is aligned with current data and charter outcomes to support implementation of curriculum. Staff training in ITI and Project GLAD facilitate transition to the Common Core State Standards by 2015. Outside trainers are utilized to provide support, training, and coaching. Teachers then use these trainings as a spring-board for collaboration and planning. For example, within the last three years, all Bowling Green teachers have been trained and certified with Project GLAD. Additional coaching and support has been provided.

### **Lifeskills & Lifelong Guidelines (Susan Kovalic)**

Students have been learning social skills through the curriculum of Ms. Kovalic since the Bowling Green charter’s inception. The Lifeskills and Lifelong Guidelines have served our school well. Bowling Green will continue to use this social skills curriculum, in addition to some additional approaches particular to each SLC to be described further in the following sections. The Kovalic social skills model revolves around a set of LifeSkills which include: perseverance, organization, patience, sense of humor, curiosity, common sense, cooperation, effort, friendship, integrity, problem solving, flexibility, caring initiative, responsibility, resourcefulness, pride, and courage. In addition, five Standards/Guidelines for Living are taught. They are: personal best, no put downs, active listening, truthfulness, and trustworthiness. The Self-Directed Improvement System (SDIS) developed by the Efficacy Institute is also an important part of the social skills curriculum.

## **Addressing Student Needs**

One of the primary benefits of the SLC structure is the ability for the staff to make a personal connection with each of the students and understand the students' needs. Each student is an individual; with his/her own learning style, experiences, interests and goals. In balance with this diversity, we believe that all students have in common the ability to succeed. The staff will attempt to meet all students where they are and help them to build upon their strengths with the goal of preparing lifelong learners who will become well-rounded, proactive members of society.

In today's society, technology is an essential component. Students use technology to conduct research, reinforce skills, create projects, and for presentations.

## **Support for Students Performing Below/Above Grade Level**

### **Academically high-achieving students**

Academically gifted students are encouraged to move forward at their own pace, and delve deeper into content areas. Teachers structure opportunities for extended learning that challenge students and assist students in setting goals.

### **Academically low-achieving students**

Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects.

The school provides a comprehensive student intervention program. Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measurements, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings. SST members conduct a complete review of the student's cumulative file along with current observations and assessments in order to determine the appropriateness and type of additional interventions. Generally within two to three months, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

### **Plan for English Learners**

Bowling Green School meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, Reclassification to Fluent English Proficient (RFEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. Bowling Green implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students.

The California English Language Development Test (CELDT) data is used to create and modify differentiated instruction programs for English Learners. Teachers work together to provide appropriate instruction for these students. Teachers have all received training in Project GLAD strategies designed to meet the needs of our English Learners. Parents are included in decision making through ELAC and the translation of school documents and meetings for parents. Teachers working with ELs will possess the appropriate CLAD, BCLAD, or SDAI certification as required. Bowling Green complies with the applicable requirements of the No Child Left Behind Act with regards to EL students.

## **Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act**

Bowling Green complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

As a dependent charter, Bowling Green is a SCUSD school and receives Special Education services from the district. The school complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. Bowling Green and SCUSD are responsible for its compliance with Section 504 and the ADA.

### **IDEIA**

Bowling Green provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of SCUSD, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment.

Bowling Green follows SCUSD policies and procedures, and utilizes SCUSD forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

### **Section 504 of the Rehabilitation Act/ADA**

Bowling Green recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the administrator and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. Using student assessment data and pertinent information, the 504 team will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**Teacher Development** Another critical component for attaining highly educated students is the development of the teacher. Marzano’s research has found that the most critical component for student success is the teacher. As such, Bowling Green, while being comprised of already highly qualified teachers ensures that our teachers continue to grow and learn new techniques, strategies and ideas for improving student achievement. Teachers are encouraged to collaborate and provided numerous opportunities to develop and refine their teaching skills, through trainings that will be determined by the needs reflected in student assessment data.

#### **Teacher research**

Teacher collaboration is only effective when accompanied by well-researched units that both challenge students and differentiate instruction. Teachers use data collected (as in the Efficacy model described above) to develop feedback and use the data to determine areas of need and conduct research, plan collaboratively, and provide one another feedback to determine “best practices”.

### **Ken McCoy Academy for Excellence SLC Educational Program**

#### **Beginning with the end in mind**

We are organized as a small learning community for two reasons: First, to help students to meet state academic goals and objectives; second, to help students use the academic and social skills taught at Bowling Green to individually and collectively solve problems and to improve their personal life, school life, and family life. In this way, students *apply* what they learn rather than just show what they know by taking paper and pencil tests. The school community, then, becomes a place where one gains useful and meaningful skills, strategies, and knowledge that can be used today and in the future.

#### **Context of the educational program**

Research indicates that teacher/student relationships are the most important factor for ensuring the success of students. The Ken McCoy Academy for Excellence teachers address this critical component by “looping” with their students for two years. For example, the first grade teacher “loops” to second grade with her/his class. The second grade teacher moves down and teaches first grade for the year. This looping rotation continues between third/fourth grade and fifth/sixth grade. These smaller learning groups across and between grade levels contribute to fostering the presence of the elements described above that are necessary for humans to learn best. Teachers are knowledgeable of the different grade standards and better able to provide high quality of standards-aligned instruction as set forth in the ITI model. The kindergarten program includes an “early/late” schedule. This schedule gives kindergarten access to the standards with small group instruction. Following a decision-making process established by the Steering Committee, the teachers collaborate to make the instructional and curricular decisions necessary to reach the outcomes described in the next section.

A review of the research reveals students in a looped classroom have a closer relationship with their teacher. As a result of this closer relationship, there is an increase in student attendance, decrease in discipline problems, and more time to observe children and determine their needs. Teachers are able to adjust instruction to better meet the needs of the children.(Keeney, 2007) *Social and Academic Benefits of Looping Primary Grade Students*.

In East Cleveland, Ohio Schools and Cleveland State University teamed up to pilot a project which involved a multi-year teacher/student assignment. (Hampton, Mumford, Bond, 1997) *Enhancing urban student achievement oriented school practices*. This pilot program concluded the practice of looping shows: improved student achievement, increased on time-on-task (more teaching time at the beginning of the year) , more time for slower students to learn basic skills without the need for retention, more opportunities for bonding between teachers and students, and teachers and parents, diminished apprehension about a new school year for the student, more time to establish positive relationships with peers, increased support for students who depend upon school as a social safety net, an enhanced sense of school and community, increased opportunities for EL, and struggling learners, to develop the self-confidence necessary for school success.

The essence of looping is the promotion of strong, extended, meaningful, positive interpersonal relationships between teachers and students that foster increased student motivation and, in turn, stimulate improved learning outcomes for ALL students. (Burke, 1997) *Looping: Adding Time, Strengthening Relationships*

Teachers use a variety of the curriculum materials and resources to move the SLC toward the mission of proficiency for all children, toward the charter school outcomes and toward the newly adopted Common Core State Standards. Teachers employ a variety of instructional strategies such as direct instruction, Project GLAD, and best teaching practices to enhance the ITI model with the goal of closing the achievement gap for our diverse student population. As the staff continues to grow as professionals, they incorporate new resources and practices.

The purpose of the SLC is to produce students who are productive, responsible citizens and who use the knowledge and skills taught at the McCoy SLC to improve and affect change in their own lives and in the community. The knowledge and skills are developed through the context of mastering five site-adopted components of a well-rounded education, which encompass: 1) literacy, 2) math/science, 3) social skills/social studies, 4) physical education and health-related fitness, and 5) visual and performing arts. In the process of reaching these five outcomes, students also demonstrate mastery of state standards. In addition, teachers use technology to teach toward mastery and students will use technology, in part, to demonstrate their mastery of the components.

1. **Literacy:** Students read for a) pleasure, b) understanding and c) information. Students write and speak with conviction, structure, and detail. They learn and use editorial skills that help them communicate with simplicity and clarity in all forms of communication. Students use technology and a variety of other tools to access and disseminate information.

2. **Math/Science:** Students a) discuss mathematical and scientific relationships, b) reason logically, c) think critically, and d) use mathematical and scientific skills and concepts. They effectively use the tools of mathematicians and scientists (e.g., scales and computers) in projects that demonstrate their knowledge.

3. **Social Skills/Social Studies:** Students know and practice LifeSkills. They identify and articulate their application in the diverse cultures and communities of the present, as well as in the civilizations and societies of the past.

4. **Visual and Performing Arts:** Students demonstrate their developing talents in the visual and performing arts. They understand that the arts are a form of communication among people from different cultures.

5. **Physical Education and Health-Related Fitness:** Students are physically educated. They achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness.

## **Chacón Language and Science Academy SLC Educational Program**

**The Two-Way Spanish Immersion Model (TWSI)** In today's society, being bilingual is a clear advantage both socially and in the job market. Research from Collier and Thomas demonstrates that the two-way Spanish Immersion model of bilingual instruction has had the most success for English Learners. In this model, Spanish-speaking students develop content in their primary language while learning English through content-based ELD. The TWSI program also integrates native Spanish speakers with native English speakers. The program serves English Learners and English Only students interested in learning to speak, read, and write in Spanish as well as in English. The TWSI approach allows both groups of students to develop high levels of bilingualism and bi-literacy, while acquiring grade-level content. Students act as models for each other. TWSI promotes the opportunity for Spanish-speaking students to maintain their primary language while becoming proficient in another as well as the opportunity for speakers of English to take on the challenge of learning another language fluently.

Table 2: Two-Way Immersion 90-10 Model: Percentages of Daily Instruction

Grade	% of Spanish	% of English
Kindergarten & 1st	90%	10%
2 <sup>nd</sup>	80%	20%
3rd	70%	30%
4th	60%	40%
5 <sup>th</sup> & 6 <sup>th</sup>	50%	50%

The school day is extended for Kindergarten students. During the extended day, students receive additional primary language time to ensure all kindergarten students are prepared for first grade. English Learners also receive an additional ELD instruction time.

The TWSI program will be implemented first in kindergarten, to be continued each succeeding year in the next grade. New students will be recruited as time goes on to counteract any decrease in student numbers due to transiency. Students may apply for entrance into the TWSI program after kindergarten (as well into those post-kinder classes that remain “developmental bilingual” classes.) Students are given an initial language assessment and a recommendation for placement is discussed.

**Conversational Spanish** Additional students enrolled in English only classrooms provide English learners in Beginning to Early Intermediate levels with primary language support. Students in Intermediate to Advanced levels continue to receive structured ELD and SDAIE strategies. All students, EO and EL, have the opportunity to learn and practice conversational Spanish for 45 minutes a week. For English Learners, C-Spanish begins once they have achieved an Intermediate level of English according to the California English Language Development Test. The Kindergarten day is extended to provide English Learners with additional ELD and EO students with additional time to learn the skills necessary for first grade.

**Project-Based Learning** Students are exposed to project-based learning through social service and social action projects. These projects are normally either science or social studies based. For example, teachers conduct a Health Fair each year near César Chávez’ birthday which allows students to develop projects that focus on health, science and social studies, all the while requiring them to demonstrate their knowledge and encouraging them to serve in their community. Language Arts standards are integrated. Multicultural relevance is also integrated within the units. Exposing students to project-based learning engages students, provides “hands-on” opportunities for English Learners, and helps them to use higher order thinking skills (as defined in Bloom’s Taxonomy.) They interact in cooperative learning groups, using academic language and concepts in concrete ways, learning from their peers as well as from teachers and their learning materials.

**CSUS Partnership** Chacón Academy has a science and ELD partnership with Sacramento State University. A college science methods class is typically taught on campus. Chacón teachers model the teaching of science while CSUS student teachers (ST’s) re-teach the lessons in small groups. Whenever possible, the ELD model is taught in the same manner.



## **Element B: Measurable Pupil Outcomes**

Section 47605 (c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

### **Mandated State Assessments**

As is required by the state charter law, Bowling Green Educational Center will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR tests and other mandated state assessments. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Proficiency for our English Learners will be measured in accordance with the CELDT, STAR test data, teacher observations, and other school-based measures.

Categorical funds and General Funds as available will be used to support student achievement . Programs and specific interventions will be developed as determined by data analysis. Staff will plan and implement these interventions.

### **Assessments Outcome Goals:**

- I. Aggregate progress on the individual pupil outcomes.
- II. Compare Bowling Green standardized test scores to those of comparable schools.
- III. Compile annual Bowling Green attendance records and compare to local and overall SCUSD attendance statistics.
- IV. Identify whether Bowling Green has met annual State and Federal performance outcomes.

Table 3: Five Year Academic Performance Index

2008	2009	2010	2011	2012	5 Year Growth
695	743	765	767	774	+ 79 points

\*AYP data from California Department of Education

Table 4: Current Bowling Green Charter School AYP

	2008	2009	2010	2011	2012	5 Year Growth
ELA	33%	40%	44.8%	42.5%	44.1%	+ 11.1%
Math	41.4%	53.4%	57.9%	56.9%	59.4%	+ 15%

\*AYP data from California Department of Education

Table 5: Percent Proficient - Annual Measurable Objectives (AMOs) 2012

GROUPS	English-Language Arts Target 78.4 % Met all percent proficient rate criteria? No					Mathematics Target 79.0 % Met all percent proficient rate criteria? No				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2012 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2012 AYP Criteria	
<b>Schoolwide</b>	478	211	44.1	No		478	284	59.4	Yes	<u>SH</u>
Black or African American	61	27	44.3	--		61	33	54.1	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	77	38	49.4	Yes	<u>SH</u>	77	51	66.2	No	
Filipino	11	8	72.7	--		11	9	81.8	--	
Hispanic or Latino	281	114	40.6	No		281	164	58.4	Yes	<u>SH</u>
Native Hawaiian or Pacific Islander	12	4	33.3	--		12	5	41.7	--	
White	21	12	57.1	--		21	12	57.1	--	
Two or More Races	11	7	63.6	--		11	7	63.6	--	
Socioeconomically Disadvantaged	478	211	44.1	No		478	284	59.4	Yes	<u>SH</u>
English Learners	307	132	43.0	No		307	189	61.6	Yes	<u>SH</u>
Students with Disabilities	54	23	42.6	--		54	28	51.9	--	

\*AMO Data from California Department of Education

Table 6: Bowling Green School Expulsion, Suspension, and Truancy Information for 2010-11

School	CD Code	School Code	Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days	Truancy Rate	Violence/Drug Expulsions	Suspensions	Total Expulsions	Number of Non-Persistently Dangerous Student Incidents	Firearm	Overall Total Expulsions	Suspensions
<b>Bowling Green Elementary</b>	<b>3467439</b>	<b>6033799</b>	<b>782</b>	<b>93</b>	<b>11.89%</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>
Sacramento City District			47,355	8,993	18.99%	15	3,860	10			15	7,476
County			235,388	74,325	31.58%	444	17,341	109			496	40,542
California State			6,174,717**	1,837,830	29.76%	15,930	319,597	2,594	143		18,649	700,884

\*Suspension data from Data Quest

## **Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes**

### **Assessment**

As shown in the table above, many different assessments are used in classrooms. Performance-based assessments are achieved through learning projects based in Science and Social Studies. Rubrics are developed that students and teachers use to evaluate student growth and in-depth understanding of content, as well as presentational and technological skills.

### **Collaborative Assessment Meetings**

Collaborative Assessment Meetings occur quarterly. During these meetings, teachers meet with grade level partners, support staff, and the principal to discuss classroom results. Each student is monitored and the appropriate interventions, if necessary, are put in place. After each meeting, the Principal drafts a report which will be shared and discussed later during the next staff meeting.

### **Staff Development**

The results from the Collaborative Assessment Meetings, Lesson Study units and SDIS data will determine areas where teachers need further training and development.

## **Outcomes**

The following table shows the educational outcomes, curriculum, and assessments to be used. The standards drive the instructions. All curricula will be thematically integrated.

Table 6: Educational Outcomes, Curriculum, and Assessments for 2013-2018

<b>Common Core Reading Anchor Standards (Narrative and Informational)</b>	<b>Assessments</b>
Anchor Standard 1- Reading Closely and Making Logical Inferences	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Comprehension assessments</li> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 2- Determine Central Ideas and Themes	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 3- Reading to Analyze How Individuals, Events, and Ideas Develop and Interact Over the Course of a Text.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 4- Reading to Interpret the Language Used in the Text.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 5- Reading to Analyze the Structure of a Text	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 6- Reading to Assess the Author's Point of View and How It Shapes the Text.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standards 7-9- Reading to Integrate Knowledge and Ideas and Think Across Informational Texts.	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
Anchor Standard 10 Range of Reading and Level	<ul style="list-style-type: none"> <li>• Running record</li> </ul>

of Text Complexity	<ul style="list-style-type: none"> <li>• Comprehension assessments</li> <li>• Student work</li> <li>• Benchmarks</li> <li>• State Assessments</li> </ul>
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<b>Common Core Writing Standards</b>	<b>Assessments</b>
Narrative Writing	<ul style="list-style-type: none"> <li>• Rubrics (Process &amp; Quality)</li> <li>• Samples of student work that include personal narrative, fiction, historical fiction, fantasy, narrative memoir, biography, narrative nonfiction.</li> <li>• Portfolios</li> <li>• State Assessments</li> </ul>
Persuasive/Opinion/Argument Writing	<ul style="list-style-type: none"> <li>• Rubrics (Process &amp; Quality)</li> <li>• Samples of student work that include persuasive letter, review, personal essay, persuasive essay, literary essay, historical essay, petition, editorial, op-ed column.</li> <li>• Portfolios</li> <li>• State Assessments</li> </ul>
Informative and Functional/ Procedural Writing	<ul style="list-style-type: none"> <li>• Rubrics (Process &amp; Quality)</li> <li>• Samples of student work that include fact sheet, news article, feature article, blog, website, report, analytic memo, research report, nonfiction book, how-to book, direction, recipe, lab report</li> <li>• Portfolios</li> <li>• State Assessments</li> </ul>

<b>Science</b>	<b>Assessments</b>
<p>Through integrated thematic instruction:</p> <ul style="list-style-type: none"> <li>• Students will utilize scientific methods</li> <li>•</li> <li>• to explore and understand major concepts.</li> <li>• Students will apply their understanding of scientific theories and concepts as they engage in research.</li> <li>• Students will apply their knowledge of scientific theories and concepts to their everyday lives and explore ways in which these theories and concepts affect their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of students written work</li> <li>• State Assessments</li> </ul>

<b>Social Studies</b>	<b>Assessments</b>
<p>Through integrated thematic instruction,</p> <ul style="list-style-type: none"> <li>• Students will understand various historical perspectives and apply these ideas to their analysis of current events.</li> <li>• Students will have an understanding of geographic knowledge and how geographical location influences interactions and events both locally and worldwide.</li> <li>• Students will develop a detailed proposal that describes a meaningful service to the community. Students will provide the service and then present a report through the use of a technological, oral, artistic or other medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of students written work</li> <li>• State Assessments</li> </ul>

<b>Standards for Mathematical Practice</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularly in repeated reasoning.</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum-embedded assessments</li> <li>• Standards-based assessments</li> <li>• Students will explain mathematical procedures and reasoning in written form.</li> <li>• Portfolios to analyze student’s progress over time.</li> <li>• Student work</li> </ul>

<b>Visual &amp; Performing Arts</b>	<b>Assessments</b>
Integrated Thematic Instruction	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of students written work</li> <li>• State Assessments</li> </ul>
<b>World Languages (Chacon SLC)</b>	<b>Assessments</b>
<p>Two-Way Immersion (90-10 Model)</p> <p>Conversational Spanish</p>	<ul style="list-style-type: none"> <li>• State Spanish Assessment</li> <li>• State English Language Assessment</li> <li>• Student work</li> <li>• Chacon Assessments</li> </ul>
<b>Physical Education &amp; Health</b>	<b>Assessments</b>
<p>All Standards</p> <p>Integrated Thematic Instruction</p>	<ul style="list-style-type: none"> <li>• Projects/Rubrics</li> <li>• Samples of student work</li> <li>• State Assessments</li> </ul>

Social Skills	Assessments
<p>Student behavior will exemplify the tenets of the Lifeskills and the FISH philosophy. They will be able to identify, articulate, and apply the Lifeskills in problem-solving and interactions with others. Students will practice setting educational and career goals and will explore the steps necessary to arrive at them.</p>	<ul style="list-style-type: none"> <li>• Goal setting charts</li> <li>• Essays</li> <li>• Rubrics</li> <li>• Teacher and student observations</li> <li>• Class discussions</li> <li>• Examine behavioral referrals</li> <li>• Problem solving</li> </ul>

## **Element D: Governance Structure of the School**

(See Element D-Appendix for Supporting Documents)

### **Introduction**

Governance is about people making decisions. Bowling Green has a long tradition of site-based governance. In 1991, Conal Lindsay, a well-respected SCUSD school psychologist, introduced the school staff to the idea of site-based decision-making in the context of W. Edwards Deming’s Continuous Improvement Process (CIP). A key assumption in the Continuous Improvement Process is that 95% of an organization’s problems can be traced to faulty routines and processes in the system and 5% to the people who are members of the organization. According to Deming’s principles of management, an organization must always focus on quality. He saw quality as pride in workmanship and taking joy in one’s work. Quality results from continuous improvement.

An effective governance structure encourages and promotes: 1) the making of good decisions, 2) the implementation of decisions, and 3) the evaluation of the effectiveness of those decisions. During the life of the charter a democratic site-based process has evolved at Bowling Green. At the heart of this process is the notion that knowledgeable professional educators (i.e., teachers and administrators) and parents who work day in and day out with students can develop the strategies that will lead to achieving the school mission of proficiency for all children. The school’s democratic governance structure is a dynamic process that adapts as needed to function as intended. To paraphrase John Dewey: Building a political consensus requires maintaining and nurturing the fragile culture of respect, tolerance, and compromise necessary for real democracy to flourish.

Bowling Green is a dependent charter of the Sacramento City Unified School District (the District). As a dependent charter, the school functions as a legal arm of the District. Ultimate control over the school will rest with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the District has control over key elements of the school’s operations, including the following:

- development and approval of the school’s annual budget;
- evaluation of the performance of the school’s principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school’s needs or expectations;
- monitoring of curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices mandated by applicable state law; and
- the review, hiring, evaluation, and retention of all staff.

These policies will be submitted for approval to the District’s governing board. The District’s governing board agrees to review all reasonable policies in a timely manner. Upon approval, such policies shall be deemed a material revision of the charter.

### **The Steering Committee Process: The heart of the governance structure**

The Steering Committee is the main decision-making body of the SLC and functions as the required School Site Councils (SSC) under NCLB with ten members representing parity between staff and parent/community members. The Steering Committee approves all policy statements, including the annual school plan and the school budget as developed in accordance with the staffing allocations and projected revenues provided by SCUSD. In addition, the Steering Committee monitors: implementation of the charter, implementation of the annual school plan, student achievement, and assessment. The Steering Committee also evaluates the site administrator. All Steering Committee meetings will comply with the Ralph M. Brown Act. Meetings, for example, will be open to the public and agendas will be posted in a location that is freely accessible prior to a regular meeting. A schedule of regular meetings will be adopted by the committee and posted at the beginning of each school year. In addition, all meeting agendas and minutes of previous meetings will be saved to the school computers' share drive.

### **Role of the Steering Committee representatives**

A representative's two major responsibilities are to: 1) convey information between the constituent group and the Steering Committee and 2) make decisions in the best interest of students based on data and the school mission. If a representative is unable to attend a meeting, the alternate member of the constituent group will attend.

### **Joint Leadership Committee**

In the process of creating a charter consisting of two small learning communities, it became clear that each SLC would need its own form of governance. Also apparent was the need for a Joint Leadership Committee (JLC) to deal with issues that would impact both SLCs such as enrollment, school plan, data, charter renewal, and shared positions and facilities. Below is a description of the Joint Leadership Committee (JLC), followed by explanations of each SLC's governance structure.

The Joint Leadership Committee (JLC) will be comprised of two teachers from each SLC selected by their respective constituents, along with the administrators of both SLCs to address any issues that might arise between the two sites. The JLC will meet once a trimester. In addition, the co-administrators will meet as needed.

### **Parent Committees**

Parent committees will act as subcommittees for of the JLC. There are currently two advisory committees: English Learners Advisory Committee (ELAC) and the School Site Council (SSC) for NCLB. Each of these committees has staff and parent representatives. Each of these committees will have representation from each SLC.

The school will ensure Bowling Green parents will be actively involved in the governance of the school through representation of parent leadership on the Steering Committee, surveys, involvement on design teams, standing committees, and through organized parent groups. In this manner, Bowling Green fully intends to include all families in creating a vision, gathering input for plans for school wide change, and to be actively involved in a culture which supports family participation.

### **Committees and Design Teams: The centers for change and for pushing the envelope**

Each certificated staff member **is expected** to serve on a committee. Classified staff members are encouraged to be on a committee. Parents are encouraged to be on a committee.

#### **Clarification of committee roles**

1. The Steering Committee is the primary decision-making body of the SLC. The Steering Committee may create committees and design teams which are responsible for developing policy statements. The Steering Committee approves the policy statements.
2. Standing Committees are ongoing, and meet regularly. Upon request, they will report to the steering committee. Standing committees will be identified by the Steering Committee at the beginning of each school year. During the school year, the Steering Committee will announce the formation of any additional committees that may be needed.

3. Design Teams meet for a specific time and specific task, and then are disbanded. They are created by the Steering Committee.
4. Parent committees act as subcommittees of the Steering Committee. There are currently two advisory committees: English Learners Advisory Committee (ELAC) and the School Site Council (SSC) for NCLB. Each of these committees has staff and parent representatives.

#### **Operation of Committees**

1. Committees will decide their decision-making model.
2. Each committee will decide its leadership structure. It is recommended that each committee have a chairperson, a facilitator, and a secretary.
3. Each committee will decide when to meet and post the meeting dates and time.
4. Committees will report to the Steering Committee once upon request
5. The committee will take minutes at each meeting and publish them for the staff to review in a timely manner.

#### **Site Administrators**

Administrators support teachers and classified staff and provide school-wide leadership. They work as professional partners with the certificated and classified staff. Since the Bowling Green Educational Center will be operating two small learning communities, each with an administrator, these two administrators will function as co-principals. While their work will focus primarily on the needs of their assigned SLC, they will also work in tandem to address school-wide issues that impact all students, teachers and school facilities. Charter school administrators are guided by the charter and by the respective agreements between the various bargaining units and the Board of Education. Many of the traditional administrative duties still exist and have their roots in the negotiated agreements. Examples include recommending candidates for positions at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff, disciplining staff, recognizing staff, initiating spending that is described in the school plan, and filing reports. Administrators are also responsible for coordinating the orderly implementation of the charter and will be the charter school's administrative liaisons with the district. His/her work includes budget forecasting, purchasing, accounting, monitoring the budget, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations.

#### **Procedures for Selecting A New Administrator**

Should an administrative post become vacant, new administrators will be selected by a subcommittee appointed by the JLC that includes members from each of the employee groups (i.e., SEIU, Teamsters, SCTA, represented management) and parents of currently enrolled students. The current highest-ranking administrator will check the references of the finalists. Their names will be submitted to the leadership committee of the affected SLC for final consideration. Selection is by consensus of the SLC and the JLC. The JLC will recommend a candidate to the Board of Education and will recommend compensation based on existing district salary schedules. Prior to being recommended, a candidate will be asked to: 1) read the charter 2) accept the responsibility for working toward the charter's outcomes 3) abide by the philosophy, curricula, and goals of the SLC to which they are assigned 4) work towards mastering the skills and knowledge necessary to fully implement the charter 5) sign the charter petition.

#### **Administrator Evaluation**

The governing bodies of the individual SLCs will develop a process to evaluate the administrators that is consistent with the district process, but also encompasses the responsibilities of the charter. The purpose of the evaluation is to improve performance. Administrators will be *formally* evaluated every two years. An informal evaluation will be conducted annually to provide the administrators with feedback on their performance. An evaluation will be considered "poor" if it demonstrates that the administrator lacks the abilities, skills, or attitude needed to implement the charter. Should an administrator receive a poor informal evaluation during the year immediately following a poor *formal* evaluation, a vote of confidence may be called for.



### **Vote of confidence**

The purpose of a vote of confidence is to release an administrator from the charter school *only* if he/she lacks the abilities, skills, or attitude needed to implement the charter. The vote of confidence **will not** be used to retaliate against an administrator for either professional or personal reasons. Permanent certificated staff members who have signed the charter are eligible to vote. A vote of confidence will occur upon petition signed by 60% of the certificated, full time staff members of the affected SLC who have signed the charter. Half time staff members will receive half of a vote. The petition **must state the specific reason(s)** for calling a vote of confidence. The petition must be presented by the first staff meeting in January.

If a vote of confidence is to be conducted, the Joint Leadership Committee will develop a process and timeline for conducting the vote. The process will be completed before February 28<sup>th</sup>. The Joint Leadership Committee is responsible for ensuring public discussion before the vote is conducted. Permanent certificated staff members who have worked at the charter school at least one year and who have signed the charter are eligible to vote. The question to be answered for the administrator will be: "Does the administrator exhibit the abilities, skills, and attitude needed to implement the charter?" If 2/3 of the voters agree, then the administrator will continue serving. An administrator who does not receive a vote of confidence will continue serving until the end of the school year.

On or before the first working day in March, the JLC will deliver a written report to the Board of Education and the superintendent describing the results of the vote of confidence. A copy of the report will be submitted to the governing board of each SLC.

### **Training**

In the fall of each year, there will be training for staff and community members on the governance and decision-making process at the charter school. It is important for staff to use the process in their day-to-day work and to model for each other.

### **Scope of decision making**

Although categorized as a "dependent" charter school, the Bowling Green Educational Center will operate independently of the district's administrative structure. As such, the charter school is exempt from district policies that are not consistent with the charter. The charter school, however, is bound by the negotiated agreements between the Board of Education and the various employee bargaining units with members employed at Bowling Green. If needed, waivers will be requested using the procedures described in each agreement.

The charter school will comply with federal laws and regulations.

## **Element E: Employee Qualifications**

The staff members at the Bowling Green Charter School continue to be employees of the SCUSD Board of Education. As such, teachers will be Highly Qualified teachers. Teachers employed in the Two-Way Immersion section of the CLASA SLC must be Highly Qualified and provide evidence of BCLAD certification or its equivalent. All other teachers must be Highly Qualified and be CLAD certified or equivalent.

In order to maintain the integrity of the charter, we expect that applicants for positions will measure up to the highest professional standards. Bowling Green employees will meet similar qualifications required for equivalent positions in the district with the addition of the following:

- Support the goals and objectives of the charter and the school plan
- Participate in the site based decision-making process by attending governance and staff meetings and serving on at least one committee.
- Strive to ensure proficiency for all students through consistent teaching practices and professional collaboration. Create a challenging yet supportive school atmosphere that encourages academic achievement by all students. Maintain positive classroom discipline using such methods life skills and class meetings.

- Communicate with parents and or administrators about any relevant classroom matters and student performance. Provide collegial support to other BG staff members,
- Participate in staff development programs to ensure that all staff have the tools to fulfill the vision of the charter.

**If a staff member does not want to devote the time, energy, and effort to implement the various aspects of the charter, then he/she will be reminded of Education Code Section 47605 subdivision (e) which states that *“No governing board of a school district shall require any employee of the school district to be employed in a charter school.”***

To the extent possible, the charter school will strive to attract a staff that reflects the diversity of the students in the school district in terms of ethnicity, culture, language skills, and gender.

Before any certificated or classified candidate is recommended for a position at the charter school, he/she will be asked to: 1) read the charter; 2) accept the responsibility for working toward the charter’s outcomes; 3) abide by the philosophy, curricula and goals of the SLC to which they are assigned; 4) work toward mastering the skills and knowledge necessary to fully implement the charter; and, 5) sign the charter petition.

More experienced staff will be expected to help train and support less experienced staff members. All staff will be expected to share with one another and to support one another to reach the mission of proficiency for all children.

Each certificated non-management employee and each certificated management employee at the charter school will meet the state licensing requirements for the position that he/she holds. Verification will be done in the established manner through the personnel department.

When no state licensing requirements exist, as in the case of most classified positions, the employee needs to meet all district performance specifications required for the position as described in the job description and the notice of vacancy. Verification will be done in the established manner through the personnel department.

## **Element F: Health and Safety Procedures**

The charter uses the health and safety procedures adopted by the district. These procedures include personnel background checks for criminal records. New staff members will not be allowed to work at the charter until they have obtained fingerprint clearance. Volunteers are gladly accepted, but only allowed to work under the direct supervision of a certificated staff member.

Staff will monitor health and safety issues and report shortcomings directly to the Joint Leadership Committee and to the charter school administration. Staff will also work with the charter school administration to resolve issues related to health and safety at the school. When needed, the staff will make referrals to outside agencies for students with mental health needs.

There is standing committee, as defined in the governance section of this charter, devoted to working on school-wide safety issues.

## **Element G: Means to Achieve Racial and Ethnic Balance Reflective of the Sacramento City Unified School District**

As a charter school, we actively pursue the racial and ethnic balance of our student population. All efforts are made to attract students to more closely resemble the district’s ethnic balance. There is space available every year, at least in kindergarten.

The Bowling Green Charter implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the SCUSD:

- 1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- 2) The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district; including materials in languages other than English to appeal to limited English proficient populations.
- 3) Targeted meetings in multiple communities to reach prospective students and parents
- 4) The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district

Because we seek a targeted student population whose families may not be reachable by traditional means, Bowling Green plans to utilize direct outreach strategies such as direct mailing, e-mail, a website, community and home flyers targeted in specific communities in the Sacramento area. Bowling Green may also use bus stop signage, library, church and community group bulletin boards, and radio stations in an effort to tailor outreach efforts to a diversity of students/families.

Table 6: Five Year Demographic Data

Demographic Category	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	SCUSD 2011/2012
Free Lunch	82.6%	38.1%	87.8%	91.4%	100.0%	73.3%
English Learner	62%	64%	63%	62%	61%	22%
African American	13.8%	14.6%	15.4%	15.6%	16.2%	18.0%
Hispanic/Latino	51.6%	54.2%	55.0%	57.7%	57.0%	36.5%
Asian	21.7%	20.4%	18.2%	15.7%	14.7%	18.0%
White	7.8%	5.4%	4.5%	4.0%	5.7%	18.6%
Filipino	1.9%	1.7%	1.8%	1.8%	1.5%	1.1%
Pacific Islander	2.1%	2.6%	2.6%	2.2%	1.9%	1.7%
American Indian/ Alaska Native	1.0%	1.1%	0.7%	0.8%	0.6%	0.8%
Multiple /Not Reported	0.3%	0.0%	1.9%	2.3%	2.4%	5.4%
Special Education	10.1%	1.4%	10.6%	11.3%	9.9%	10.7%
Total Enrollment	682	701	735	782	790	47940

\*Demographic data from Data Quest & ARE

## **Element H: Admissions Requirements**

Admission to the regular education program shall not be dependent upon the place of residence of the student, or of his/her parents/guardian, within California. Nor shall admission be dependent upon ethnicity, national origin, gender, or disability.

Students requesting attendance in the Spanish Bilingual section of the Chacon Small Learning Community will be given a language assessment prior to admission to grades 1-6th. Once the assessment has been made, a recommendation for placement will be given to parents.

When the school is oversubscribed at a particular grade level, Bowling Green, as a conversion charter school, is required to adopt and maintain a policy that gives admission preference to students who live within the former attendance area. In the event of the school reaching maximum attendance capacity, except for existing pupils of the charter school, admission shall be determined by a public random drawing. .

Admission to the general education program is given the following priority:

1. Siblings of students currently enrolled
2. Sacramento City Unified School District students.
3. Children of founders and teachers
4. Any student in California

Students on the waiting list should enroll at their district-assigned school, whether it is in SCUSD or another district. When a spot becomes available at a particular grade level, the charter school staff will contact and offer the spot to the parents/guardians of the first student on the waiting list. Contact will be made by calling the telephone number left by the parent/guardian. Contact means actual voice to voice communication or leaving a message at the telephone number. Parents/guardians have 48 hours (excluding weekends and school holidays) to accept the offer. If the parent/guardian cannot be contacted at the number they left or if they refuse the spot, then the next person on the waiting list will be called and offered the spot.

Students who are chronically tardy or absent for non-medical reasons will be referred for a SARB hearing. A student may be disenrolled after ten unexcused absences in one school year so that other students may have an opportunity to attend the charter school. The disenrolled student will need to register at his/her home school.

Tuition will not be charged for attending the charter school.

Bowling Green will work jointly with SCUSD to develop a policy for enrollment conducted at the Enrollment Center.

## **Element I: Financial Audit**

Annual audits of the charter school will be included in the annual independent audits of the SCUSD, which are done in accordance with generally accepted accounting principles. If exceptions are revealed in the audits, they will be corrected immediately. The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process.

## **Element J: Pupil Suspension and Expulsion**

(See Element J-Appendix for supporting documents)

Bowling Green follows the student suspension and expulsion policies of the Sacramento City Unified School District.

Bowling Green will maintain a safe learning environment while balancing a student's right to due process. The family handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian.

Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and later expelled. The school will notify the Behavior Office at SCUSD and include suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, Bowling Green will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The charter school will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school. Behavior expectations for students short of suspension and expulsion will be further developed in collaboration with staff and approved by the SLC Steering Committees.

Bowling Green behavior expectations, policies, and rules are distributed in the form of a Family Handbook to every student at the beginning of the school year.

## **Element K: Retirement System**

There will be no change in the way staff members at the charter school are covered. The established district system will be used. Each staff member will be an employee of the SCUSD. Certificated staff members are covered by STRS. Classified staff members are covered by PERS and/or Social Security. The district will create the necessary reports required by STRS, PERS, or federal Social Security as articulated in Education Code Section 47611.3 subdivision (a).

## **Element L: Attendance Alternative**

Students who opt to leave Bowling Green may attend other district or residence schools, or pursue an inter-district transfer, in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to Bowling Green does not guarantee the right of any student into any other school of the District.

## **Element M: Description of Employee Rights**

Staff members at the Bowling Green Charter will continue to be employed by the SCUSD. Therefore, no rights will be lost when coming to work at the charter school or when leaving the charter school to work at another district school. The different negotiated agreements between the SCUSD Board of Education and the various bargaining units describe the transfer process for members of each group.

## **Element N: Dispute Resolution**

District staff and charter school staff will try to resolve issues at the lowest level based on information from knowledgeable sources, including the California Department of Education (CDE), the Charter Schools Development Center (CSDC), and the California Charter Schools Association (CCSA).

In the event of a dispute between the school and the District, the staff and Governance Team members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the Principals of the school. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principals and the Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall appoint two representatives who shall jointly meet with the Superintendent (or designee) and the Principals and attempt to resolve the dispute.

## **Element O: Labor Relations**

The charter school will not be the exclusive public school employer of the staff. All members of the charter school staff are employed by the SCUSD.. They are currently represented by the SCTA, SEIU, UPE, or Teamsters. The respective collective bargaining agreements will be followed.

## **Element P: School Closure**

If the Bowling Green Charter ceases operation, and the SCUSD board determines that there is no successor charter school which can carry out the mission of the school, then the district shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and

- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school .

“Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

Any net assets remaining after all debts and liabilities of the school (i) have been paid to the extent of the school’s assets, or (ii) have been adequately provided for, shall be distributed to SCUSD.

In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Bowling Green Charter and SCUSD

## **Information Required by Education Code Section 47605 (g)**

### **Financial Statements and Plans**

*(See Financial Statements and Plans for supporting documents)*

### **Location**

Following the prescribed guidelines, the charter school requested the facilities commonly known as Bowling Green Elementary, located at 4211 Turnbridge Drive and the facility commonly known as the Bowling Green Chacon, located at 6807 Franklin Blvd. These are the current locations of the charter school. The McCoy SLC will be housed at the Turnbridge facility and the Chacon will be housed at the Franklin Blvd. facility.

There are three Physically and Health Impaired (PHI) special day classrooms located in the district’s Center for Physically and Health Impaired. Students from throughout the district attend classes at the PHI Center. In an agreement between the district and Sacramento County, the center is home to a medical therapy unit staffed by occupational therapists and physical therapists from California Children’s Services. They are county employees.

### **Charge for using the facilities**

The charter school will pay the pro rata share described by Education Code Section 47614.

The district will provide a facility in good working order. The charter will utilize the district process for submitting work orders to maintain the facility.

### **Oversight Costs**

Education Code Section 47613 will be followed in calculating what the charter school pays the district for actual supervisorial oversight. The district will submit to the charter school principals a bill for oversight activities.

The district will not include either student activity funds or donations or foundation/ corporation grants to the school in the calculation of the oversight fee. The charter school, for example, receives a generous annual donation from the Rotary Club in support of the PHI program.

**Special Education**

(Process for notifying the district of Special Education students is included in Element A under IDEIA)

The district will continue paying for Special Education staff salaries and benefits, materials, and the supplies necessary to operate the Physically and Health Impaired (PHI) program and the RSP program now established at Bowling Green. The PHI program is a district-wide program that includes students from throughout SCUSD. Special Education funds generated by students attending classes in the PHI Center or RSP program will go to the district rather than the charter school.

The charter school will pay its fair share of the encroachment created by district Special Education students.

**Administrative/Business Services**

The charter school may buy administrative services from the district at the per enrollment rate described in the district's fee schedule. By mid-year, the district will provide the charter school with a description of the services that the school will receive in return for the fee.

If the Charter School has a projected cash short fall, and if the Charter is unable to receive TRANS funding directly, then the district will include the charter school in the District's own application for TRANS funding. The charter school agrees to repay the district the TRANS amount designated to it, in addition to interest calculated at Sacramento County Tax and Revenue Anticipation Notes (TRANS) rate at the time of the funding.

If the cost of using the district's administrative/business services becomes too expensive or if the charter school is not satisfied with the service, the charter school may use another source for its business services – e.g., a county office of education or a joint powers authority, or outside provider. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

**Nutritional Services**

The charter school may use the district's Nutritional Services. The charter school may also choose another source for its food services and independently seek reimbursement from the federal government's free and reduced lunch program. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

**Other District Services**

The charter school may purchase other district services at the price listed on the district's most current "Fee Schedule for Services to Charter Schools." These services include, for example, instructional support services and police services. The district will provide the charter school with a description of the services that the school chooses to buy.

**Paying for the Services**

Currently, the charter school entitlement general purpose grant and the charter schools categorical block grant are the major source of state funding that flow through the Sacramento County Office of Education to the SCUSD for the charter school to use. Other state funds include, and are not limited to: Class Size Reduction (CSR), in-lieu Economic Impact Aid (EIA), Instructional Materials Fund Realignment Program, Medi-Cal Billing Option, Summer School/Hourly Programs, Mandated Cost Reimbursements for responding to informational requests about the charter school law and for mandates imposed on charter schools, English Language Acquisition Program (ELAP), Public School Library Act, and Lottery. Federal funds include, and are not limited to: Title I, Title III, and e-rate reimbursement for telecommunications. Private funds are generally donations and include gifts to support students.

As a dependent charter, Bowling Green is included in the district's applications for state and federal categorical funding. The Charter School shall receive allocations in a manner consistent with other District Schools.



## **Duration of the Charter**

The Bowling Green charter will operate between July 1, 2013 and June 30, 2018.

## **Amending the Charter**

The procedures outlined in the Charter Schools Act for submitting a new charter petition to the Board of Education will be used to make amendments to the charter. Amendments will be attached to the existing charter in sequence of their approval by the Board of Education and numbered as Amendment 1, Amendment 2, etc.

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the SCUSD board of trustees and the Bowling Green Educational Center. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1a

**Meeting Date:** June 2, 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 & Healthy Schools

**Documents Attached:**

1. Approval of Declared Surplus Materials and Equipment
2. Recommended Bid Awards – Supplies/Equipment
3. Recommended Bid Awards – Facilities Projects

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Gerardo Castillo, CPA, Chief Business Officer Kimberly Teague, Contract Specialist <b>Approved by:</b> José L. Banda, Superintendent</p>
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**APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT**

<b>ITEM</b>	<b>SITE/DEPARTMENT</b>	<b>TOTAL VALUE</b>	<b>DISPOSAL METHOD</b>
School Bus (Out of Compliance with State Regulations)	Distribution Services	\$1,000	Surplus
Office Equipment	Mark Hopkins Elementary	None	Surplus
Ice Chests (damaged)	Nutrition Services	None	Surplus
Old Tables (damaged) Storage Carts (damaged)	Mark Hopkins Elementary	None	Surplus
Books	Mark Hopkins Elementary	None	Surplus

**RECOMMENDED BID AWARDS – SUPPLIES/EQUIPMENT**

Bid No. 160403                      Cafeteria Food Distribution  
 Bids Received:                      May 16, 2016  
 Recommendation:                    Award to vendors listed below  
 Amount/Funding:                    Per amounts below – Nutrition Services Funds

This Bid is a two (2) part award; Part “A” is an all or none award: Purchasing Services recommends the following vendor as the lowest responsive responsible bidder.

<b>BIDDER</b>	<b>BIDDER LOCATION</b>	<b>AMOUNT</b>
*Sysco Sacramento	Pleasant Grove CA      Part “A”	\$2,056,525.37                      *Recommend Award
Gold Star Foods, Inc.	Ontario CA                      Part “A”	\$2,246,899.38

Part “B” is a Line Item Bid. Purchasing Services recommends the following vendors as the lowest responsive responsible bidders.

<b>BIDDER</b>	<b>BIDDER LOCATION</b>	<b>Line Items Awarded</b>	<b>AMOUNT</b>	
Sysco Sacramento	Pleasant Grove CA	1,2,3,4,8,10-23, 25, 27-35, 37, 39-49, 51, 52	\$909,360.36	Recommend Award
Gold Star Foods, Inc.	Ontario CA	6, 7, 9, 24, 26, 36, 50	\$140,373.60	Recommend Award

**RECOMMENDED BID AWARDS – FACILITIES PROJECTS**

**Bid No:** 0229-410-0204, Playfield Renovations at Mark Hopkins Elementary School

Bids received: May 3, 2016

Recommendation: Award to Olympic Land Construction

Funding Source: \$657,500 – Emergency Repair Program Funds

BIDDER	BIDDER LOCATION	AMOUNT
Empire Landscaping	Sacramento	\$575,000 (Withdrew Bid)
Olympic Land Construction	Sacramento	\$657,500

**RECOMMENDED BID AWARDS – FACILITIES PROJECTS**

**Project:** Lease-Leaseback Agreement for Boiler Replacement and Campus Renovations at Kit Carson Middle School (Phase I)

Recommendation: Award to Landmark Construction

Amount/Funding: \$2,346,586 – Emergency Repair Program/Measure Q Funds

**Project:** Lease-Leaseback Agreement for Roof Replacement at John Still Middle School

Recommendation: Award to Landmark Construction

Amount/Funding: \$907,466 – Emergency Repair Program Funds

**Project:** Lease-Leaseback Agreement for Construction of Two-Story, Nine Classroom Building, Demolition/Removal of Existing Portables, and Associated Site Improvements at Theodore Judah Elementary School

Recommendation: Award to Hilbers, Inc.

Amount/Funding: \$5,000,000 – 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 Guaranteed Maximum Price which is the total sum to be paid to the builder for the project.

**NOTICES OF COMPLETION – FACILITIES PROJECTS**

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

<b>Contractor</b>	<b>Project</b>	<b>Completion Date</b>
XL Construction	Swimming Pool Renovations at Sacramento Charter High School, DSA Application No. 02-114265	April 13, 2016
Studebaker Brown Electric	Fire Alarm System Replacement at John Cabrillo Elementary School	February 26, 2016



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1b

**Meeting Date:** June 2, 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 Resource Services

**Recommendation:** Approve Personnel Transactions

**Background/Rationale:** N/A

**Financial Considerations:** N/A

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

**Documents Attached:**

1. Certificated Personnel Transactions Dated June 2, 2016
2. Classified Personnel Transactions Dated June 2, 2016

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Cancy McArn, Chief Human Resources Officer <b>Approved by:</b> José L. Banda, Superintendent</p>
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Attachment 1: CERTIFICATED 06/02/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>LEAVES</b>							
HUGHES FLANAGAN	KIMBERLY	A	Counselor, High School	JOHN F. KENNEDY HIGH SCHOOL	04/14/16	05/15/16	AMEND LOA HE PD 4/14/16-5/15/16
ANDERSEN	MICHAEL	A	Teacher, High School	LONG TERM LEAVES	03/01/16	06/30/16	AMEND LOA UNPD ADMIN 3/1/16-6/30/16
DANH	LAN	A	Teacher, Spec Ed	MARTIN L. KING JR ELEMENTARY	07/01/15	06/30/16	AMEND RESIGN TO 6/30/16
SANBORN	PHILIP	A	Teacher, ROTC	C. K. McCLATCHY HIGH SCHOOL	07/01/15	06/30/16	AMEND RETIREMENT TO 6/30/16
BUSTOS	VIENNA	A	Teacher, K-8	LEONARDO da VINCI ELEMENTARY	03/23/16	06/30/16	LOA (PD) HE, EFF 3/23/16-6/30/16
HASTING	JOEL	A	Teacher, K-8	JOHN H. STILL - K-8	04/28/16	06/30/16	LOA ADMIN(PD) EFF 4/28-6/30/16
SOLIS OCHAO	RUBEN	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	05/20/16	06/30/16	LOA ADMIN(UNPD) EFF 5/20-6/30/16
LINDEMANN	ELIZABETH	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	07/01/15	06/30/16	LOA CANCEL /FMLA-INTERMITTENT 3/3-6/15/16
LEE	LINDA	C	School Psychologist	SPECIAL EDUCATION DEPARTMENT	05/16/16	06/30/16	LOA RTN(PD)FMLA/CFRA-BB EFF 5/16/16
LANPHEAR	GATOR	B	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	04/25/16	06/30/16	LOA UNPD ADMIN 4/25-6/30/16
DAVIS	MICHAEL	0	Teacher, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	05/23/16	06/30/16	LOA UNPD ADMIN 5/23-6/30/16
KUSS	CAMERON	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	05/19/16	06/30/16	LOA(PD)ADMIN EFF 5/19-6/30/16
BRAUN	APRIL	A	Teacher, High School	ROSEMONT HIGH SCHOOL	05/23/16	06/18/16	LOA(PD)FMLA/CFRA-BB 5/23-6/18/16
BRAUN	APRIL	A	Teacher, High School	ROSEMONT HIGH SCHOOL	05/23/16	06/18/16	LOA(PD)FMLA/CFRA-BB 5/23-6/18/16
JOSIAH	CLAUDE-ELT	A	Teacher, High School	ROSEMONT HIGH SCHOOL	04/25/16	06/30/16	LOA(UNPD)ADMIN (.40 FTE) EFF 4/25-6/30/16
HUGHES FLANAGAN	KIMBERLY	A	Counselor, High School	JOHN F. KENNEDY HIGH SCHOOL	05/16/16	06/30/16	RTN LOA HE PD 5/16/16
<b>EMPLOY</b>							
HAYES	JULIE	A	Teacher, Unassigned	UNASSIGNED	05/11/16	06/30/16	REREMPLOY FR 39MO RR/LTA (A) EFF 5/11/16
<b>SEP/RESIGN/RETIRE</b>							
MAHAL	KULWINDER	B	Teacher, Elementary	ETHEL PHILLIPS ELEMENTARY	11/12/15	06/30/16	RESIGNED PL 6/17/16
PARKS	ANDREW	B	Teacher, Spec Ed	PARKWAY ELEMENTARY SCHOOL	09/03/15	06/17/16	SEP/RESIGN EF 6/17/16
CLARIN	RACHEL	A	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	07/01/15	06/30/16	SEP/RESIGN EFF 6/17/16
DILLINGHAM	BENNAE	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	07/01/15	06/30/16	SEP/RESIGN EFF 6/17/16
SOFIZADA	HAFIZA	B	Teacher, Child Development	CHILD DEVELOPMENT PROGRAMS	09/03/15	06/17/16	SEP/RESIGN EFF 6/17/16
MILLER	LAURA	C	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	07/01/15	06/17/16	SEP/RESIGN EFF 6/17/16
MANNING	ALYSSA	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	07/01/15	06/17/16	SEP/RESIGN EFF 6/17/16
FARINA	ANTHONY	0	Teacher, K-8	MARTIN L. KING JR ELEMENTARY	10/26/15	06/30/16	SEP/RESIGN EFF 6/30/16
LIN	VICTORIA	C	Teacher, Elementary	NEW JOSEPH BONNHEIM	07/01/15	06/17/16	SEP/RESIGN, EFF 6/17/16
RUBIO	JESUS	B	Teacher, High School	ROSEMONT HIGH SCHOOL	01/20/16	06/30/16	SEP/RESIGNED OJ 6/17/16
BIGHAM IV	GEORGE	C	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	09/10/15	06/17/16	SEP/RESIGN EFF 6/17/16

Attachment 2: CLASSIFIED 06/02/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY</b>							
ZHANG	RUIBIAO	B	Custodian	CHILD DEVELOPMENT PROGRAMS	02/22/16	06/30/16	EMPLOY PROB EFF 2/22/16
HALL	INDIGEO	B	Custodian	C. K. McCLATCHY HIGH SCHOOL	05/20/16	06/30/16	EMPLOY PROB EFF 5/20/16
GARCIA	ERNELLE JOHN	B	Applications Spec III	INFORMATION SERVICES	05/23/16	06/30/16	EMPLOY PROB EFF 5/23/16
BUCKLEY	KAYLA	B	Office Tchncn III	SAM BRANNAN MIDDLE SCHOOL	05/09/16	06/30/16	EMPLOY PROB EFF 5/9/16
YBARRA	ALEXANDRIA	B	Instructional Aide	NICHOLAS ELEMENTARY SCHOOL	05/02/16	06/30/16	EMPLOY PROB LTA(A) EFF 5/2/16
AHOKAVA	EMALATA	N	Custodian	ALBERT EINSTEIN MIDDLE SCHOOL	04/26/16	06/30/16	EMPLOY PROB1 4/26/16
WILLIAMS	MARCUS	B	Custodian	JOHN F. KENNEDY HIGH SCHOOL	04/26/16	06/30/16	EMPLOY PROB1 4/26/16
COWAN	KEVIN	N	Bus Vehicle Mechanic	TRANSPORTATION SERVICES	05/09/16	06/30/16	EMPLOY PROB1 5/9/16
SPRUELL	YVONNE	B	Nutrition Svcs Pgm Tech	NUTRITION SERVICES DEPARTMENT	05/03/16	06/30/16	REEMPL PROB EFF 5/3/16
SAYKAO	CHI	A	Inst Aid, Spec Ed	ROSA PARKS MIDDLE SCHOOL	05/23/16	06/30/16	REEMPLOY PROB EFF 5/23/16
<b>STATUS CHANGE</b>							
PENA	AMBER	A	Fiscal Services Tech I	REASSIGNED	05/01/16	06/30/16	REA/STCHG/TR/WVG EFF 5/1/16
REYES	KRISTINA	B	Administrative Asst-HRS	HUMAN RESOURCE SERVICES	04/25/16	06/30/16	REA/STCHG/WVG EFF 4/25/16
TAXARA	MICHAEL	A	Bldg Automation &HVAC S-Tech	FACILITIES MAINTENANCE	04/25/16	06/30/16	REA/STCHG/WVG FR 'C2,' EFF 4/25/16
CHASTAIN	ANTHONY	A	Warehouse Worker	DISTRIBUTION SERVICES	04/14/16	04/30/16	STCHG CHG FR .875/INTERMAL MOVE FR POS# 15168 EFF 4/14/16
<b>LEAVES</b>							
MARROQUIN	MAURILEA	A	School Plant Ops Mngr I	WOODBINE ELEMENTARY SCHOOL	07/01/15	06/30/16	INTERMITTANT FMLA/CFRA LOA 5/2/16-2/31/16
SNOWDON	TIFFANY	A	Fiscal Services Tech I	EMPLOYEE COMPENSATION	07/01/15	06/30/16	LOA (PD) FMLA/CFRA INT, EFF 4/22/16-6/30/16
WOOD	MATTHEW	A	Custodian	ROSEMONT HIGH SCHOOL	05/16/16	05/27/16	LOA (PD) FMLA/CFRA, EFF 5/16/16-5/27/16
FARINIAS	CRISTINO	A	Customer Service Specialist	EMPLOYEE COMPENSATION	05/02/16	05/13/16	LOA (PD) FMLA/CFRA, EFF 5/2/16-5/13/16
MENA	VICTORIA	A	Office Asst-Fiscal Svcs	ACCOUNTING SERVICES DEPARTMENT	04/18/16	06/07/16	LOA (PD) FMLA/CFRA/HE, EFF 4/18/16-6/7/16
MENA	VICTORIA	A	Office Asst-Fiscal Svcs	BUDGET SERVICES	04/18/16	06/07/16	LOA (PD) FMLA/CFRA/HE, EFF 4/18/16-6/7/16
MONTANEZ	JOHN	A	Campus Monitor	AMERICAN LEGION HIGH SCHOOL	05/04/16	06/30/16	LOA ADMIN PD 5/4/16-6/30/16
LAWRENCE	LANCE	A	Applications Spec III	INFORMATION SERVICES	04/27/16	06/07/16	LOA EXT (PD) FMLA/CFRA, EFF 4/27/16-6/7/16
GONZALEZ	GLADIS	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	04/01/16	06/30/16	LOA EXT(UNPD)ADMIN EFF 4/1-6/30/16
ARRENDONDO	CLEMMENTINA	A	Clerk II	ETHEL PHILLIPS ELEMENTARY	04/20/16	06/30/16	LOA PC UNPD 4/20/16-6/30/16
LI	WAN	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	05/03/16	05/31/16	LOA PC UNPD 5/3/16-5/31/16
BROWN	ANTHONY	A	School Plant Ops Mngr II	ROSA PARKS MIDDLE SCHOOL	05/09/16	06/30/16	LOA RTN (PD) FLMA/CFRA EFF 5/9/16
FARINIAS	CRISTINO	A	Customer Service Specialist	EMPLOYEE COMPENSATION	05/14/16	06/30/16	LOA RTN (PD) FMLA/CFRA, EFF 5/14/16
MARETTI	SARA	A	Inst Aid, Spec Ed	CAMELLIA BASIC ELEMENTARY	05/07/16	06/30/16	LOA RTN (UNPD) PC, EFF 5/7/16
GREY	ALONZO	A	Bus Driver	TRANSPORTATION SERVICES	05/20/16	06/30/16	LOA UNPD ADMIN 5/20-6/30/16
<b>SEP/RESIGN/RETIRE</b>							
WALTHALL	HERSHELL	A	Bus Driver	TRANSPORTATION SERVICES	04/05/16	04/06/16	RESC 39MoRR TO RETIRE4/6/16
ULLOA	JAIME	A	Youth Services Pgm Associate	YOUTH DEVELOPMENT	07/01/15	05/31/16	RESIGNED 5/31/16
LEDESMA	JUDY	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	07/01/15	04/01/16	RETIRED RV 4/1/16
THOMPSON	KEITH	B	Campus Monitor	AMERICAN LEGION HIGH SCHOOL	12/02/15	05/09/16	RETIRED RV 5/9/16
CHAN	TAK	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	07/01/15	06/16/16	RETIRED RV 6/16/16
TAMAYO	MARGARITA	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	07/01/15	06/16/16	RETIRED RV 6/16/16
WONG	PENG	A	Custodian	CALIFORNIA MIDDLE SCHOOL	09/01/15	06/19/16	RETIRED RV 6/30/16
DIXSON	ELESIA	A	Nut Svc Inv Con Fac	NUTRITION SERVICES DEPARTMENT	05/01/16	06/30/16	RTN FR PD LOA 5/1/16
LEE	JOHN	B	Automotive Service Attendant	TRANSPORTATION SERVICES	07/01/15	05/13/16	SEP/PR 5/13/16
OSIPOV	MAYA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	11/30/15	01/12/16	SEP/RESIGN 1/12/16
MANZO	DEBRA	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	11/01/15	05/04/16	SEP/RESIGN EFF 5/4/16
COVERT	BONNIE	A	Teacher Assistant, Bilingual	BG CHACON ACADEMY	07/01/15	06/10/16	SEP/RESIGN EFF 6/10/16
VANG-XIONG	EDNA	B	Teacher Assistant, Bilingual	ELDER CREEK ELEMENTARY SCHOOL	09/03/15	06/16/16	SEP/RESIGN EFF 6/16/16
DISARIO	TIMOTHY	A	Tech Support Spec I	INFORMATION SERVICES	08/01/15	04/29/16	SEP/RESIGN, EFF 4/29/16
ROBERTSON	TIMOTHY	A	Refrig Mech/Caf Eq Rpr	NUTRITION SERVICES DEPARTMENT	07/01/15	06/30/16	SEP/RETIRE 7/2/16
JUNG	EVELYN	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	07/01/15	06/17/16	SEP/RETIRE EFF 6/17/16
BETTS	CATHY	A	Clerk I	HIRAM W. JOHNSON HIGH SCHOOL	07/01/15	06/21/16	SEP/RETIRE EFF 6/21/16
MARLATT	ROBERTA	A	Clerk II	CAMELLIA BASIC ELEMENTARY	07/01/15	06/24/16	SEP/RETIRE EFF 6/24/16
YEE	NANCY	A	School Office Manager I	JOHN MORSE THERAPEUTIC	07/01/15	06/28/16	SEP/RETIRE EFF 6/28/16
GARCIA	ESTHER	A	Clerk II	CALEB GREENWOOD ELEMENTARY	07/01/15	06/30/16	SEP/RETIRE EFF 6/30/16
JUHLIN	LYNN	A	FACE Technician	YOUTH DEVELOPMENT	07/01/15	06/30/16	SEP/RETIRE EFF 6/30/16
GUTIERREZ ARELLANO	CRISTIAN EDUARDO	B	Custodian	CHILD DEVELOPMENT PROGRAMS	09/08/15	04/29/16	SEP/TERM EFF 4/29/16
MACIAS	ANGELINA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	05/01/16	05/06/16	SEP/TER, EFF 5/6/16





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1c

**Meeting Date:** June 2, 2016

**Subject:** Approve Staff Recommendations for Expulsion #5, 2015-16

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

**Division:** Student Hearing and Placement Department

**Recommendation:** Approve staff recommendation for Expulsion #5 (2015-2016)

**Background/Rationale:** None

**Financial Considerations:** None

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

**Documents Attached:**

1. None

**Estimated Time of Presentation:** (N/A)

**Submitted by:** Lisa Allen, Interim Deputy Superintendent and  
Stephan Brown, Director II

**Approved by:** Jose L. Banda, Superintendent



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1d

**Meeting Date:** June 2, 2016

**Subject:** Approve California Middle School Field Trip to Ashland, Oregon, from June 10 to June 12, 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 California Middle School Field Trip to Ashland, Oregon from June 10, 2016 to June 12, 2016.

**Background/Rationale:** On June 10 through June 12, 2016, students from California Middle School will travel by bus to Ashland, Oregon to attend a Shakespeare festival. There will be ten chaperones attending with seventy-eight students.

**Financial Considerations:** There will be no cost to the district. Expenses will be paid through parent contributions.

**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  
Mary Hardin Young, 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 CALIFORNIA MIDDLE SCHOOL Date FEBRUARY 19, 2016

Teacher's Name REBECCA LONG Room # 32 Telephone # 395-5302  
 Fax # 264-4477

Field Trip Destination OREGON SHAKESPEARE FESTIVAL, ASHLAND, OREGON

- 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 NORTH

Educational nature of field trip/excursion Expanding students' knowledge of Shakespeare and other playwrights while enforcing lessons they learned in ELA and Drama

Depart Date 06/10/16 Time 8:15 AM am/pm      Return Date 06/12/16 Time 5:00 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: \_\_\_\_\_

Funding Source Parent/Guardian Donations      Financial Assistance Available?     yes     no

Number of students participating: 78

Adult Supervisors/ Drivers:	DRIVER	DRIVER
1) <u>See Attached List</u>	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	2) _____ <input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____ <input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

1) <u>Rebecca Long</u>	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	2) <u>Senta Shelton</u>	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Principal Approval \_\_\_\_\_ Date 3/29/16

Risk Management Approval (Unusual Activities) \_\_\_\_\_ Date 5/29/16

Segment Administrator Approval \_\_\_\_\_ Date 5-18-16

**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





# TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

<b>Request to Attend:</b> <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	<b>Purpose for Attending:</b> <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	<b>Instructions:</b> 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 # _____
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School/Department: CALIFORNIA MIDDLE SCHOOL Date: FEBRUARY 19, 2016

Date(s) of Event: JUNE 10-JUNE 12, 2016 Location: ASHLAND, OREGON

Event Title (attach brochure): OREGON SHAKESPEARE FESTIVAL/WORKSHOP

Purpose\*: ATTEND PLAYS AT SHAKESPEARE FESTIVAL AND EDUCATION PROGRAMS AND WORKSHOPS AT SOUTHER OREGON UNIVERSITY

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

How does this travel align with the District's strategic plan? ACCLAIMED LITERATURE STUDIES

How will this activity/event be used and shared?

Name of Attendee(s) (attach sheet for additional attendees)	Position	Substitute (Y/N)**	No. of Days Required	Budget Code (for substitute)
REBECCA LONG	TEACHER	Yes	1	01-0000-0-1102-15-1110-1000-000-0415-000
SENTA SHELTON	TEACHER	Yes	1	01-0000-0-1102-15-1110-1000-000-0415-000
		No		
		No		
		No		

Additional Attendees Attached

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

<b>Approvals:</b> Principal/Department Head Signature & Print Name: <u>[Signature]</u> Date: <u>4/4/16</u> Cabinet Level or Designee Signature: <u>[Signature]</u> Date: <u>5/18/16</u> Chief Business Officer Signature: <u>[Signature]</u> Date: <u>5/20/16</u> Superintendent or Designee Signature: <u>[Signature]</u> Date: <u>5/24/16</u>	District cost for all attendees (estimate) Registration Fee *** <u>          </u> Meals included? <input type="checkbox"/> B <input type="checkbox"/> L <input type="checkbox"/> D Lodging <u>          </u> Transportation <u>          </u> Meals <u>          </u> Other <u>          </u> TOTAL <u>          </u>
---	--

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 11.1e

**Meeting Date:** June 2, 2016

**Subject:** Approve Resolution No. 2889: Adopting Specifications of the Election Order and For Consolidation with Statewide General Election

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

**Division:** Office of the Superintendent.

**Recommendation:** Approve Resolution Adopting Specifications of the Election Order and For Consolidation with Statewide General Election.

**Background/Rationale:** The Board of Education must call for an election on November 8, 2016 for the purpose of electing four board members to represent trustee areas 3, 4, 5, and 7. The nomination period is July 18, 2016 through August 12, 2016, which may be extended to August 17, 2016, if an incumbent does not file a declaration of candidacy. The County of Sacramento, Voter Registration and Elections Office, requests that local public agencies, including school districts, approve their resolutions well in advance due to the fact that November 8 is a general election date. This resolution calls for consolidation with other elections in Sacramento County and throughout the state which results in a cost savings to the District. The District, nevertheless, is required to pay its proportionate share of election costs. Candidates pay at the Voter Registration and Elections Office for the publication of the candidate's statement, pursuant to Elections Code §13307.

**Financial Considerations:** By law, the District must reimburse the Registrar of Voters for actual costs incurred by the trustee area elections. The cost is calculated by a prorated method set forth in the County's current Election Cost Allocation Procedures.

**LCAP Goal(s):** Family and Community Engagement

**Documents Attached:**

1. Resolution No. 2889
2. Notice of District Election
3. Publication of Notice of Election

**Estimated Time of Presentation:** n/a

**Submitted by:** José L. Banda, Superintendent

**Approved by:** n/a

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

**RESOLUTION NO. 2889**

**RESOLUTION ADOPTING SPECIFICATIONS OF THE ELECTION ORDER AND FOR  
CONSOLIDATION WITH STATEWIDE GENERAL ELECTION**

**WHEREAS**, an election is required to be held on November 8, 2016, within the Sacramento City Unified School District, for the purpose of electing 4 members to the Board of Education for trustee areas 3, 4, 5, and 7 for terms as prescribed by law; and

**WHEREAS**, a statewide general election will be held within the County of Sacramento on the same day; and

**WHEREAS**, Elections Code §10403 requires local jurisdictions to file with the Board of Supervisors of the County of Sacramento, with a copy to the Registrar of Voters of the County of Sacramento, a resolution requesting consolidation with a statewide general election.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education requests the Board of Supervisors of Sacramento County to consolidate the District's regularly scheduled general district election for Trustee areas 3, 4, 5 and 7 with the statewide general election to be held on November 8, 2016 for the purpose described herein; and

**BE IT FURTHER RESOLVED** that all candidates are to pay costs at the Voter Registration and Elections office for candidate statements that are printed in the voter pamphlet and related costs as described in Elections Code section §13307(c) subject to any additional expenses, or refunds, depending on the final actual cost as determined by the Sacramento County Registrar of Voters; and

**BE IT FURTHER RESOLVED**, that the limitation on the number of words that a candidate may use in his or her candidate's statement shall be 200 words; and

**BE IT FURTHER RESOLVED** that the District agrees to reimburse the Registrar of Voters for actual election costs incurred, such costs to be calculated by the method set forth in the County's current Election Cost Allocation Procedures; and

**BE IT FURTHER RESOLVED** that if a tie vote to the Board of Education makes it impossible to determine which of two or more candidates, for the involved trustee area, has been elected to the Board of Education, the winner shall be determined by lot; and

**BE IT FURTHER RESOLVED** that this resolution, together with the Notice of District Election and Publication of Notice of Election attached herewith, shall be filed with the Sacramento County Board of Supervisors, with a copy to the Sacramento County Registrar of Voters, by the District's Superintendent on or before the time specified by law and by the administrative deadline no later than June 8, 2016; and

**BE IT FURTHER RESOLVED**, pursuant to Elections Code section 12112, and Education Code section 5363, the Registrar of Voters is requested to publish the District's notice of election as a combined election notice with other districts; and



**BE IT FURTHER RESOLVED** that the notice of District election shall be in the form attached to this resolution and may serve in lieu of the notices and related provisions designating the Sacramento County Superintendent of Schools pursuant to Education Code sections 5324 and 5361; and

**BE IT FURTHER RESOLVED** that the map and boundary descriptions of all of the trustee areas, including trustee areas 3, 4, 5 and 7, as adjusted in accordance with the federal decennial census by Resolution No. 2676 adopted on September 1, 2011, are hereby certified as being current and effective and that there have been no subsequent or additional boundary changes in the trustee areas; and

**BE IT FURTHER RESOLVED** that the Superintendent of the District, or his designee, shall be authorized to take all steps necessary to carry out the provisions of this resolution.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 2nd day of June, 2016, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

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Christina Pritchett  
President of the Board of Education

ATTESTED TO:

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José L. Banda  
Secretary of the Board of Education

## **NOTICE OF DISTRICT ELECTION**

### **SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

Notice is hereby given that a Presidential General District Election will be held in this district on November 8, 2016. The offices for which candidates may declare their candidacy are: Members of the Board of Education for Trustee areas 3, 4, 5 and 7 for a total of 4 open seats.

Qualifications: Each candidate must meet the following qualifications for office as specified in the principal act or code under which this district is organized: Any person who is 18 years of age or older, a citizen of the State of California, a resident in the trustee area for which the candidate is running for election, a registered voter, and who is not disqualified by the Constitution or laws of the State of California from holding a civil office.

Code Reference: Education Code section 5030(b) and 35107(a).

Official nominating petitions for eligible candidates desiring to file for any of the elective offices may be obtained from the office of the Registrar of Voters at 7000 65<sup>th</sup> Street, Suite A, Sacramento, CA 95823-2315, on and after July 18, 2016, and must be filed not later than 5:00 p.m. on August 12, 2016. However, if nomination documents for an incumbent are not filed by 5:00 p.m. on August 12, 2016, any qualified person other than the incumbent shall have until 5:00 p.m. on August 17, 2016, to file.

Appointment to each elective office will be made by the supervising authority as prescribed by Elections Code §10515 in the event there are insufficient or no nominees for such office and a petition for an election is not filed within the time prescribed by Elections Code §10515; that is, by 5:00 p.m. on August 17, 2016.

Dated this 2nd day of June, 2016.

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José L. Banda, Superintendent  
Secretary of the Board of Education

**PUBLICATION OF NOTICE OF ELECTION**

Elections Code §12112 requires the publication of a "Notice of Election." The notice shall contain the date of the General District Election, name the offices for which candidates may file, and state the qualifications required by the principal act for each office, as well as other pertinent information.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

Recommends that the Registrar of Voters publish (check one only):

A combined election notice with other districts

**or**

A separate/individual district notice.

(If a separate/individual district notice is requested, District will be responsible for printing of such notice.)

Dated: June 2, 2016

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José L. Banda, Superintendent  
Secretary of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1f

**Meeting Date:** June 2, 2016

**Subject:** Approve Memorandum of Understanding for the Sacramento Workforce Development Area

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

**Division:** Academic Office

**Recommendation:** Approve the Memorandum of Understanding for the Sacramento Workforce Development Area

**Background/Rationale:** Agencies receiving Workforce Innovation and Opportunity Act (WIOA) funds are now required to develop and have an approved Memorandum of understanding with core WIOA program partners by June 30, 2016.

**Financial Considerations:** NA

**LCAP Goal(s):** College and Career Ready Students; Family and Community Engagement

**Documents Attached:**

1. Memorandum of Understanding for the Sacramento Workforce Development Area

**Estimated Time of Presentation:** N/A

**Submitted by:** Iris Taylor, Susan Gilmore

**Approved by:** José L. Banda, Superintendent

**MEMORANDUM OF UNDERSTANDING  
FOR THE  
SACRAMENTO WORKFORCE DEVELOPMENT AREA  
2016**

**I. Preamble/Purpose of MOU**

Under the Workforce Innovation and Opportunity Act (WIOA), Sacramento County, including the incorporated cities within its boundaries, has been designated as the Sacramento Workforce Development Area (SWDA). The Sacramento Employment and Training Agency Governing Board (Governing Board) has been designated as the Chief Elected Official (CEO) of the SWDA. Sacramento Works, Inc. (SWI) has been certified as the Local Workforce Development Board (Local Board) for the SWDA. The WIOA requires that each Local Board, with the agreement of the CEO, develop and enter into a Memorandum of Understanding (MOU) with specified One Stop Partners (Partner or Partners) – entities that operate the following programs or activities within the SWDA:

- WIOA Title I Adult, Dislocated Worker, and Youth
- WIOA Title II Adult Education and Literacy
- WIOA Title III Wagner-Peyser
- WIOA Title IV Vocational Rehabilitation
- Carl Perkins Career Technical Education
- Title V Older Americans Act
- Job Corps
- Native American Programs (Section 166)
- Migrant Seasonal Farmworkers (Section 167)
- Veterans
- Youth Build
- Trade Adjustment Assistance Act
- Community Services Block Grant
- Housing & Urban Development
- Unemployment Compensation
- Second Chance
- Temporary Assistance for Needy Families/CalWORKs

***The name of each Partner entity, name of representative(s) and contact information are included in Attachment A, which is incorporated herein by reference.***

The State of California Employment Development Department has established the “America’s Job Center of California” (AJCC) system as the mechanism for delivering WIOA services within local areas, including the SWDA. The State of California has developed a Workforce Development Strategic Plan (State Plan) to provide for a locally-driven one stop system to develop partnerships that will provide programs and services to achieve the following three main policy objectives set forth in the State Plan:

1. Foster demand-driven skills attainment
2. Enable upward mobility for all Californians
3. Align, coordinate, and integrate programs and services

In turn, SWI has adopted a Local Plan that further refines the objectives for the SWDA to implement the AJCC system within the SWDA to meet the following local area policy objectives:

1. **Goal 1: Meet the workforce needs of high demand sectors of the state and regional economy and diversify the economy through growth and support of occupational sectors/clusters with high growth potential.**
2. **Goal 2: Build and maintain a world-class talent pool by increasing the attainment of industry recognized credential, with an emphasis on individuals with barriers to employment, and by increasing the number of high-school students who are prepared for post-secondary education, apprenticeships and/or a career.**
3. **Goal 3: Support system alignment, service integration and continuous improvement.**

With the agreement of the Governing Board, this MOU outlines the understanding between SWI and the WIOA Partners concerning the operation of the AJCC in the SWDA. This MOU is intended to establish a cooperative working relationship between SWI and the Partners and define their respective roles and responsibilities in achieving the policy objectives set forth in the State Plan and the Local Plan as they are implemented under WIOA. This MOU will also establish the framework to be used in the SWDA to provide services to employers, employees, job seekers and others seeking workforce services under the newly-implemented WIOA and the AJCC system.

These State and local policy objectives will be met by ensuring access to a high-quality AJCC that provides a full range of services available in the SWDA for all customers seeking the following:

- *Looking to find a job.*
- *Building basic educational or occupational skills.*
- *Earning a postsecondary certificate or degree.*
- *Obtaining guidance on how to make career choices.*
- *Seeking to identify and hire skilled workers.*

I. **Parties to the MOU.** This MOU is entered into by SWI (subject to the agreement of the Governing Board) and each Partner whose signature appears on a signature page of this MOU. This MOU may be executed by any Partner in any number of counterparts, but all counterparts shall be considered one MOU. Upon execution of any counterpart by a Partner, SWI shall provide an executed copy of the counterpart to every Partner who is or becomes a party to this MOU. By executing a counterpart, each Partner to the MOU acknowledges that this MOU accurately reflects such Partner's understanding and authorization to distribute a copy of such executed counterpart to the Governing Board, SWI and any other Partner signatory to this MOU.

II. **One-Stop System, Services.** The SWDA's One-Stop System is a network of One-Stop Partners and Service Providers who coordinate and connect education, training, workforce development and related services to job seekers and businesses throughout the region.

The specific services provided by each One-Stop Partner will be identified on Attachment B, which reflects each Partner's service location(s), services provided, contact person and contact method (i.e., co-location, electronic, etc.) to ensure "direct access" to services. Attachment B includes a map showing all Partners' service locations and a chart showing all Partners' career services with contact person/information for "direct access" purposes. As new Partners execute the MOU, Attachment B will be updated by SWI and circulated to the Governing Board and the other signatory Partners, along with the signature page of the new Partner.

III. **Responsibility of AJCC Partners.** Each Partner signatory to this MOU agrees to:

- Participate in joint planning, plan development, and modification of activities to accomplish the following:
  - Continuous Partnership building.
  - Continuous planning in response to state and federal requirements.
  - Responsiveness to local and economic conditions, including employer needs.
  - Adherence to common data collection and reporting needs.
- Make the service(s) applicable to the Partner program available to customers through the one-stop delivery system.
- Participate in the operation of the one-stop system, consistent with the terms of the MOU and requirements of authorized laws.
- Participate in capacity building and staff development activities in order to ensure that all partners and staff are adequately cross trained.

IV. **Funding of Services and Operating Costs.** Each Partner signatory to this MOU agrees to negotiate with SWI and implement a cost/resource sharing plan by December 31, 2017. Upon execution, the Cost/Resource Sharing Agreement shall be appended to this MOU as Attachment C and incorporated herein. All relevant parties to this MOU agree to share in the operating costs of the AJCC **system**, either in cash or through in-kind services/resources. The

cost of services, operating costs, and infrastructure costs of the AJCC will be funded by all AJCC Partners through a separately negotiated cost/resource sharing agreement based on an equitable and agreed upon formula or plan. All Partners will ensure that the shared costs are supported by accurate data, the shared costs are consistently applied over time, and the methodology used in determining the shared costs is reflected in the Cost/Resource Sharing Agreement set forth in Attachment C to this MOU.

Except as provided in Attachment C, this MOU is neither a fiscal nor funds obligation document. Any activities involving reimbursement or contribution of funds between the Parties of this MOU will be handled in accordance with applicable laws, regulation, and procedures. Such activities will be documented in separate agreements, with specific projects between the parties spelled out. The separate agreements will reference this MOU.

This MOU defines in general terms the basis on which the Parties will cooperate, and as such, does not constitute a financial obligation to serve as a basis for expenditures. Expenditures of funds, human resources, equipment, supplies, facilities, training, public information, and expertise will be provided by each signatory to the extent that their participation is required and resources are available.

This MOU in no way restricts the Parties from participating in similar activities or arrangements with other public or private agencies, organizations, or individuals.

This MOU does not obligate the Parties to enter into any agreements, contracts, or other obligations.

Nothing in this MOU may be construed to obligate the Parties, the State of California, or the United States to any current or future expenditure of resources in advance of the availability of appropriations from Congress. Nor does this agreement obligate the Parties, the State of California, or the United States to spend funds on any particular project or purpose, even if funds are available.

V. **Methods for Referring Customers.** Each Partner agrees to mutually implement processes for the referral/connection of customers to services not provided on-site.

The referral/connection process will:

- Ensure that intake and referral/connection processes are customer-centered and provided by staff trained in customer service.
- Ensure that general information regarding AJCC programs, services, activities and resources shall be made available to all customers as appropriate.
- Describe how customer referrals/connections are made electronically, through traditional correspondence, verbally or through other means determined in cooperation with Partners and operators.



- Describe how each AJCC Partner will provide access to other AJCC Partner staff and career services that can provide meaningful information or service, through the use of co-location, cross training of AJCC staff, or real-time technology (two way communication and interaction with AJCC Partners which results in services needed by the customer).

VI. **Access to Services for Workers, Youth and Individuals with Barriers to Employment.**

The AJCC system will ensure access for workers, youth and individuals with barriers to employment by:

- Offering priority for services to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and (consistent with SWI's policy on priority of service) other individuals with barriers to employment, when providing individualized career services and training services with WIOA adult funds.

Each Partner agrees to ensure that the policies and procedures as well as the programs and services provided at the AJCC are operated in compliance with the Americans with Disabilities Act of 1990 and its amendments. Additionally, Partners agree to fully comply with the provisions of WIOA, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, 29 CFR Part 37 and all other regulations implementing the aforementioned laws.

VII. **Shared Technology and System Security.** To the extent allowed by federal and state laws and regulations, the parties agree to share data and technology as well to ensure that all data and systems are secure.

WIOA emphasizes technology as a critical tool for making all aspects of information exchange possible, including client tracking, common case management, reporting, and data collection. To support the use of technology, and to the extent allowable, each Partner agrees to:

- *Comply with the applicable provisions of WIOA, the California Welfare and Institutions Code, California Education Code, Federal Rehabilitation Act, and any other appropriate statutes or requirements.*
- *The principles of common reporting and shared information through electronic mechanisms, including shared technology.*
- *Commit to share information to the greatest extent allowable under their governing legislation and confidentiality requirements.*
- *Maintain all records of the AJCC customers or Partners (e.g. applications, eligibility and referral records, or any other individual records related to services provided under this MOU) in the strictest confidence, and use them solely for purposes directly related to such services.*
- *Develop technological enhancements that allow interfaces of common information needs, as appropriate.*
- *Understand that system security provisions shall be agreed upon by all Partners.*

VIII. **Confidentiality.** Each Partner agrees to comply with the provisions of WIOA as well as the applicable sections of the California Welfare and Institutions Code, the California Education Code, the Federal Rehabilitation Act, and any other appropriate statute or requirement to assure the following:

- *All applications and individual records related to services provided under this MOU, including eligibility for services and enrollment and referral, shall be confidential and shall not be open to examination for any purpose not directly connected with the delivery of such services.*
- *No person will publish, disclose use, or permit, cause to be published, disclosed or used, any confidential information pertaining to AJCC applicants, participants, or customers overall unless a specific release is voluntarily signed by the participant or customer.*
- *Each Partner agrees to abide by the current confidentiality provisions of the respective statutes to which AJCC operators and other Partners must adhere, and shall share information necessary for the administration of the program as allowed under law and regulation. Each Partner, therefore, agrees to share client information necessary for the provision of services such as assessment, universal intake, program or training referral, job development or placement activities, and other services as needed for employment or program support purposes.*
- *Client information shall be shared solely for the purpose of enrollment, referral or provision of services. In carrying out their respective responsibilities, each party shall respect and abide by the confidentiality policies of the other parties.*

IX. **Non-Discrimination and Equal Opportunity.** No Partner shall unlawfully discriminate, harass or allow harassment against any employee, applicant for employment or AJCC applicant for service due to gender, race, color, ancestry, religion, national origin, veteran status, physical disability, mental disability, medical condition(s), age, sexual orientation or marital status. Each Partner agrees to comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990, et. seq.) and related applicable regulations.

Each Partner will assure compliance with the Americans with Disabilities Act of 1990 and its amendments, which prohibits discrimination on the basis of disability, as well as other applicable regulations and guidelines issued pursuant to the Americans with Disabilities Act.

X. **Grievances and Complaints Procedure.** Each Partner agrees to establish and maintain a procedure for grievances and complaints as outlined in WIOA. The process for handling grievances and complaints is applicable to customers and Partners. These procedures will allow the customer or entity filing the complaint to exhaust every administrative level in receiving a fair and complete hearing and resolution of their grievance. The Partner further agrees to communicate openly and directly to resolve any problems or disputes related to the provision of services in a cooperative manner and at the lowest level of intervention possible.

The parties agree to try to resolve policy or practice disputes at the lowest level, starting with the site supervisor(s) and staff. If issues cannot be resolved at this level, they shall be referred to the management staff of the respective staff employer and the operator, for discussion and resolution. Conflicts that may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XI. **Effective Dates and Term of MOU.** This MOU shall be binding upon each party hereto upon execution by such party. The term of this MOU shall be three years, commencing on the date of execution by the first three parties (Effective Date). The MOU will be reviewed not less than once every year to identify any substantial changes that have occurred or should occur.

XII. **Modifications and Revisions.** This MOU constitutes the entire agreement between the parties and no oral understanding not incorporated herein shall be binding on any of the parties hereto. This MOU may be renegotiated, amended, or modified at any time by mutual agreement of all the Parties. Any such amendment or modification shall be in writing and agreed to by all Parties.

XIII. **Term and Termination.** The parties understand that implementation of the AJCC system is dependent on the good faith effort of every Partner to work together to improve services to the community. The parties also agree that this is a project where different ways of working together and providing services are being tried. This MOU shall remain in effect for a period of three (3) years from the Effective Date. This MOU may be terminated by any Party by providing written notice and explanation to the other Parties at least 30 calendar days in advance of the effective date of termination. The termination of this MOU shall not affect the validity or duration of activities or agreements under this MOU that are initiated prior to such termination or that are continued by the remaining Parties.

XIX. **Renewal.** This MOU may be renewed for additional periods of 3 years, by mutual written consent of the Parties.

XX. **License for Use.** During the term of this MOU, all Partners to this MOU shall have a license to use space of the AJCCs for the sole purpose of conducting acceptable AJCC services as outlined herein.

XXI. **Supervision/Day to Day Operations.** The day-to-day supervision of staff assigned to the AJCCs will be the responsibility of the site supervisor(s). The original employer of staff assigned to the AJCCs will continue to set the priorities of its staff. Any change in work assignments or any problems at the worksite will be handled by the site supervisor(s) and the management of the original employer.

The office hours for the staff at the AJCCs will be established by the site supervisor(s) and the primary employer. All staff will comply with the holiday schedule of their primary employer and will provide a copy of their holiday schedule to the operator and host agency at the beginning

of each fiscal year.

Disciplinary actions may result in removal of co-located staff from the AJCCs and each party will take appropriate action.

Each party shall be solely liable and responsible for providing to, or on behalf of, its employee(s), and all legally-required employee benefits. In addition, each party shall be solely responsive and save all other parties harmless from all matters relating to payment of each party's employee(s), including compliance with social security withholding, workers' compensation, and all other regulations governing such matters.

XXII. **Press Releases and Communications.** All parties shall be included when communicating with the press, television, radio or any other form of media regarding its duties or performance under this MOU. Participation of each party in press/media presentations will be determined by each party's public relations policies. Unless otherwise directed by the other parties, in all communications, each party shall make specific reference to all other parties.

The parties agree to utilize the AJCC logo developed by the State of California and the Local Board on buildings identified for AJCC usage and on letterhead, envelopes, business cards, any written correspondence and fax transmittals.

XXIII. **Personal Property.** Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a Party to the AJCC under this MOU shall remain with the Party furnishing the property. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against any other Party for such damage, whether arising through negligence or otherwise.

XXIV. **Liability and Risk of Loss.**

a. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

b. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XXV. **Hold Harmless/Indemnification/Liability.** In accordance with provisions of Section 895.4 of the California Government Code, each party hereby agrees to indemnify, defend and hold harmless all other parties identified in this MOU from and against any and all claims, demands,

damages and costs arising out of or resulting from any acts or omissions which arise from the performance of the obligations by such indemnifying party pursuant to this MOU. In addition, except for Departments of the State of California which cannot provide for indemnification of court costs and attorney's fees under the indemnification policy of the State of California, all other parties to this MOU agree to indemnify, defend and hold harmless each other from and against all court costs and attorney's fees arising out of or resulting from any acts or omissions which arise from the performance of the obligations by such indemnifying party pursuant to this MOU. It is understood and agreed that all indemnity provided herein shall survive the termination of this MOU.

**Signatories**

**SACRAMENTO EMPLOYMENT & TRAINING AGENCY  
GOVERNING BOARD**

By: \_\_\_\_\_  
Its: Chairperson

Dated: \_\_\_\_\_

**SACRAMENTO WORKS, INC.**

By: \_\_\_\_\_  
Its: Chairperson

Dated: \_\_\_\_\_

**ONE-STOP PARTNER**

\_\_\_\_\_  
Signature (Authorized Representative)

Dated: \_\_\_\_\_

\_\_\_\_\_  
Title



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1g

**Meeting Date:** June 2, 2016

**Subject:** Approve Resolution No. 2890: B Street Theatre Request and Expansion of District Programs

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

**Division:** Facilities Support Services

**Recommendation:** Approve Resolution No. 2890

**Background/Rationale:** B Street Theatre has served approximately 30,000 students at 42 SCUSD schools through subsidized field trips to performances at the Theater, school tours, after school arts programs, in classroom playwriting workshops, and other programs. The B Street Theatre is constructing a new facility at 27<sup>th</sup> and Capitol Avenue to accommodate its expanding programs and to serve more Sacramento area school children, including those attending SCUSD schools. The B Street Theatre is requesting a waiver of the developer fees assessed by the District pursuant to Education Code Section 17620(a)(1).

**Financial Considerations:** The fee is calculated by multiplying the square footage of the project, 48,238, by the current commercial rate of \$.54 for a total of \$26,048.52

**LCAP Goal(s):** College and Career Ready Students; Family and Community Engagement

**Documents Attached:**

1. Resolution No. 2890

**Estimated Time of Presentation:** N/A

**Submitted by:** José L. Banda, Superintendent  
Cathy Allen, Chief Operations Officer  
Facilities Support Services

**Approved by:** José L. Banda

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

**RESOLUTION NO. 2890**

**B STREET THEATRE REQUEST  
AND EXPANSION OF DISTRICT PROGRAMS**

**WHEREAS**, Theatre for Children, Inc., better known as “B Street Theatre”, is a California nonprofit corporation with a 501(c)(3) federal tax exemption as a charitable organization; and

**WHEREAS**, B Street Theatre is the only professional children’s theatre in Northern California and is the second largest performing arts organization in Sacramento; and

**WHEREAS**, from 2014-2016, B Street Theatre has served approximately 30,000 students at 42 Sacramento City Unified School District (“District”) schools through subsidized field trips to performances at the Theatre, school tours, after school arts programming, in classroom playwriting workshops, and other programs; and

**WHEREAS**, B Street Theatre intends to construct a new facility at 27th and Capitol Avenue of approximately 48,000 square feet to accommodate its expanding programs and to serve more Sacramento area school children, including those attending District schools.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education as follows:

1. Adopts the foregoing recitals as true and correct.
2. In consideration for the District’s waiver of school impact fees for the new facility pursuant to B Street Theatre’s request, B Street Theatre shall continue its existing programs, including working directly with District staff to offer reduced ticket, performance, and workshop fees benefitting the students within the District and, in addition, expanding its programs and benefits to underserved schools and students within the District.
3. Directs District staff, through the Superintendent, to coordinate with B Street Theatre to carry out the provisions of this Resolution for the benefit of the District’s students, including those students attending underserved schools.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 2nd day of June, 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 11.1h

**Meeting Date:** June 2, 2016

**Subject:** Approve Resolution No. 2891: Sacramento Area Flood Control Agency  
Flood Protection Assessment Vote for District Owned Property (CCAD2)

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

**Division:** Facilities Support Services

**Recommendation:** Approve Resolution No. 2891

**Background/Rationale:** The Sacramento Area Flood Control Agency (SAFCA) formed the Consolidated Capital Assessment District (CCAD) in 2007 to fund the local cost share for projects to protect Sacramento from extreme floods. Since 2007, new federal and state flood protection standards have been adopted that require additional improvements not anticipated by the CCAD. Because the existing CCAD did not anticipate the scope and cost of the identified improvement program, SAFCA is proposing to replace this district with a new assessment district (CCAD2). The amount of local revenue that this assessment will generate is about \$360 million that would go toward improving, operating and maintaining the flood control system. Affected property owners, including the Sacramento City Unified School District ("District"), have the opportunity to vote whether to form the assessment or not via a mail balloting process. The District owns property located within the proposed CCAD2 assessment district that will directly benefit from the flood control improvements and the proposed flood control improvements will provide greater protection to life and property in the community, including the properties owned by the District.

**Financial Considerations:** Currently, the annual assessment for CCAD is \$358,344. If the passage of CCAD2 is successful, the annual assessment is estimated to be an additional \$134,720. The new annual assessment totals approximately \$493,063. The language includes increases of no more than 1.5% in any given year.

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



**Documents Attached:**

1. Resolution No. 2891

**Estimated Time of Presentation:** N/A

**Submitted by:** José L. Banda, Superintendent  
Cathy Allen, Chief Operations Officer  
Facilities Support Services

**Approved by:** José L. Banda

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

**RESOLUTION NO. 2891**

**SACRAMENTO AREA FLOOD CONTROL AGENCY  
FLOOD PROTECTION ASSESSMENT VOTE  
FOR DISTRICT OWNED PROPERTY (CCAD2)**

**WHEREAS**, in 2007, the Sacramento Area Flood Control Agency (SAFCA) formed the Consolidated Capital Assessment District (CCAD) to fund the local cost share for projects to protect Sacramento from extreme floods. This property assessment generated about \$320 million in revenue to construct and maintain flood control projects in the Sacramento area. The capital funds were used to provide the local share of the cost of building a new auxiliary spillway at Folsom Dam and improving the levees along the American River, around the Natomas Basin, and in the South Sacramento area. This local cost share represents 20 percent of the total cost of these projects; and

**WHEREAS**, since 2007, new federal and state flood protection standards have been adopted that require additional improvements not anticipated by the CCAD. Without these improvements, the U. S. Army Corps of Engineers (Corps) has determined that many levees in Sacramento do not meet the current design standards to provide at least a 100-year level of flood protection. In addition, the State Legislature has adopted new laws making continued growth in levee protected areas contingent on achieving at least a state defined 200-year level of flood protection by 2025; and

**WHEREAS**, SAFCA has worked with the State and the Corps to identify the improvements needed to achieve 100-year protection, 200-year protection and ultimately more than 200-year protection in all areas of Sacramento. These improvements include installing deep cutoff walls along levees in North Sacramento, Natomas and the lower Sacramento River (along various levee segments from downtown Sacramento to Freeport) as well as implementing river bank erosion protection measures along the American and Sacramento Rivers; and

**WHEREAS**, more than 85 percent of the capital cost of this work will be borne by the State and the Federal Governments, but SAFCA needs to provide the required local matching funds; and

**WHEREAS**, because the existing CCAD did not anticipate the scope and cost of the identified improvement program, SAFCA is proposing to replace this district with a new assessment district (CCAD2). The amount of local revenue that this assessment will generate is about \$360 million that would go toward improving, operating and maintaining the flood control system; and

**WHEREAS**, affected property owners, including the Sacramento City Unified School District (“District”), have the opportunity to vote whether to form the assessment or not via a mail balloting process; and

**WHEREAS**, the District owns property located within the proposed CCAD2 assessment district that will directly benefit from the flood control improvements, as defined by California Proposition 218; and

**WHEREAS**, the proposed flood control improvements will provide greater protection to life and property in the community, including the properties owned by the District.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education as follows:

1. Adopts the foregoing recitals as true and correct.

2. Votes in favor of the individual assessments as to each and every real property owned by the District as set forth in the Draft and any Final Engineer's Report for CCAD2, subject to any adjustments or revisions as concurred in or agreed to by the District and SAFCA. Directs the Superintendent, or his authorized designee, to submit mailed ballots for the District's individual real properties to SAFCA by no later than June 13, 2016.

3. The assessments will begin in 2017 and continue to 2047.

4. The Superintendent, or his authorized designee, is authorized to coordinate with SAFCA to carry out the provisions of this Resolution.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 2nd day of June, 2016, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

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Christina Pritchett  
President of the Board of Education

ATTESTED TO:

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José L. Banda  
Secretary of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1i

**Meeting Date:** June 2, 2016

**Subject:** Approve Facility Use Agreement 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:** Approve Facility Use Agreement between Sacramento City Unified School District and California Montessori Project – Capitol Campus.

**Background/Rationale:** Pursuant Education Code 47614 (“Proposition 39”), public school facilities should be shared fairly among all public school pupils, including those in Charter Schools. Each school district shall make available, facilities sufficient for the charter school to accommodate all of the charter schools’ in-district students in conditions reasonably equivalent to those in other public schools of the district. The Charter Schools pay the District “Facility Use Fees” based on a pro rata share facilities cost for the use of District facilities.

**Financial Considerations:** The District will receive from the Charter Schools the pro rata share of the facilities costs.

**LCAP Goal(s):** Family and Community Engagement

**Documents Attached:**

1. Facilities Use Agreement between Sacramento City Unified School District and California Montessori Project – Capitol Campus

**Estimated Time of Presentation:** N/A  
**Submitted by:** Jack L. Kraemer, Charter Oversight, Coordinator  
**Approved by:** Al Rogers, Ed. D., Chief Strategy Officer

## FACILITIES USE AGREEMENT

This Facilities Use Agreement (“Agreement”) is made by and between Sacramento City Unified School District (“District”) and California Montessori Project, a California non-profit public benefit corporation (“Non-Profit”), which operates California Montessori Project-Capitol Campus, a charter school (“Charter School”). The Non-Profit and District are collectively referred to as the “Parties.”

### RECITALS

- A. WHEREAS, the District and its charter schools are partners in the public education of students and it is the District’s intent to ensure that its facilities are shared equally with all of its students, including those students who attend its charter schools housed in District facilities.
- B. WHEREAS, District is the owner of real property located at Thomas Jefferson Elementary School, 2635 Chestnut Hill Drive, Sacramento, California (“Site”).
- C. WHEREAS, Charter School is a charter school duly formed and approved by the District under the laws of the Charter Schools Act of 1992 (Ed. Code, § 47600, *et seq.*) serving students in grades Kindergarten through 8 in the 2016-17 to 2020-2021 school years.
- D. WHEREAS, Charter School desires to use certain District facilities located on the Site for its public charter school program.
- E. WHEREAS, the Parties intend this Agreement to satisfy their obligations under Education Code Section 47614 and Title 5 of the California Code of Regulations Section 11969, *et seq.*, adopted by the State Board of Education (“Proposition 39”), which among other things require a written agreement regarding the allocating of facilities under Proposition 39, for the 2016-2017 to 2020-2021 school years.

### AGREEMENT

NOW THEREFORE, in consideration of the covenants and conditions of this Agreement, the Parties hereby agree as follows. All obligations imposed hereby on the Charter School are equally imposed on the Non-Profit.

- 1. Recitals. The recitals set forth above are incorporated herein and made part of this Agreement.
- 2. Facilities. Use of the Facilities shall be for the purposes set forth in the Charter School’s charter and on the terms and conditions set forth herein. The Charter School shall not have exclusive use of the Site. The District grants use of the following facilities (“Facilities”) located on the Site as described and/or depicted in Exhibits A and B, which are attached hereto and incorporated herein by reference, to the Charter School under the terms and conditions set forth in this Agreement.

3. Term. The term of this Agreement shall be from July 1, 2016, to June 30, 2021 (“Term”), unless earlier terminated as provided herein.
4. Facilities Use Fee. Each and every school year, Non-Profit shall pay District a Facilities Use Fee. Facilities Use Fees shall be paid out in equal installments each month throughout the respective school year within the Term. Beginning on July 1, 2016, payments shall be payable on or in advance on the first day of each month (“Due Date”) in lawful money of the United States.

The calculation for the 2016-2017 school year Facilities Use Fee and the terms of Facilities Use Fee payments are described with more particularity in Exhibit C, attached hereto and incorporated herein. These fees will be calculated and adjusted annually by the District. The Facility Use Fee shall be based on a pro rata cost estimate per square foot for the Facilities provided. The dollar amount to be paid by Non-Profit, per square foot, for use of the Facilities during the Term will be calculated by the District pursuant to Title 5, California Code of Regulations, section 11969.7. To calculate the fee, the District must determine actual facilities costs and total space figures in the year preceding the fiscal year in which facilities are provided. Such amounts may only become available to the District after each fiscal year ends. Therefore, within ninety (90) days of the beginning of each fiscal year, or as soon as the actual facilities costs and total space figures for the prior fiscal year become available, whichever is later, the District shall provide notice to the Non-Profit of any amended Facilities Use Fee calculations based on the actual data for the prior fiscal year. Amounts owed to or by the Non-Profit due to this calculation will be credited or added to subsequent remaining monthly installment payments of the Facilities Use Fees.

If any payment is made more than fifteen (15) days after the Due Date, a late fee of one percent (1%) shall apply and interest shall accrue thereafter on such late payment commencing thirty (30) days after the Due Date, provided however that no interest shall accrue on said late fee. The interest charged shall be computed at the then-current discount rate established by the Federal Reserve Bank of San Francisco plus five percent (5%), or the maximum rate permitted by law. The payment by Non-Profit of any late fees or interest shall in no event excuse or cure any default by Non-Profit nor waive District’s legal rights and remedies with respect to such default.

The Parties agree that the Facilities Use Fee is in lieu of Non-Profit paying a pro rata share for in-district students. Any actual costs for out-of-district students may be paid at the Facilities Use Fee rate or up to market rate, whichever is higher.

5. Over-Allocation. The District reserves the right to collect over-allocation and other applicable fees and reimbursements from the Charter School, pursuant to Title 5, California Code of Regulations, Section 11969.8. The Charter School’s projected in-District Average Daily Attendance (“ADA”) for the 2016-2017 school year, and upon which the Facilities are provided, is 227.98.
6. Dispute Resolution. The Parties agree to attempt to resolve all disputes regarding this Agreement, including the alleged violation, misinterpretation, or misapplication of the

Agreement, pursuant to the dispute resolution procedures identified in the Charter School's charter. Notwithstanding the foregoing, those disputes that may result in revocation of Charter School's charter, pursuant to Education Code Section 47607, are not required to go through the dispute resolution process.

7. Use.

(a) Public Charter School. The Facilities shall be used and occupied by the Charter School for the sole purpose of operating a California public charter school and for no other purpose without the prior written consent of the District. The Charter School's enrollment must not exceed the safe and legal limit for the classroom space it occupies.

(b) Insurance Risk. The District shall maintain first party property insurance for the Facilities. The Charter School shall not do or permit anything to be done in or about the Facilities nor bring or keep anything therein which will in any way increase the existing insurance rate or affect any fire or other insurance upon the Facilities, or any of the contents of the Facilities (unless the District gives its prior approval and the Charter School pays any increased premium as a result of such use or acts), or cause a cancellation of any insurance policy covering the Facilities or any part thereof or any of its contents, nor shall the Charter School sell or permit to be kept, used, or sold in or about the Facilities any articles which may be prohibited by a standard form policy of fire insurance. The Charter School shall provide adequate and appropriate supervision for Charter School students and employees using the Facilities.

(c) Rights of the District. The Charter School shall not do or permit anything to be done in or about the Facilities that will in any way obstruct or interfere with the rights of the District or injure the District. The Charter School shall not use or allow the Facilities to be used for any unlawful purpose, nor shall the Charter School cause, maintain or permit any nuisance in or about the Facilities. The Charter School shall not commit or suffer to be committed any waste in or upon the Facilities.

(d) Illegal Uses. The Charter School shall not use the Facilities or permit anything to be done in or about the Facilities that will in any way conflict with any applicable law, statute, ordinance or governmental rule, or regulation. The Charter School agrees to comply with its charter as it relates to District Facilities.

(e) Security Badges. The District will provide security badges to the Charter School for its staff. The Charter School will pay for the cost of the security badges. Charter School staff shall wear these badges to use as evidence that they are lawfully on the premises. Charter School is entitled to up to twenty-five (25) District badges. Lost or stolen badges shall be replaced at a cost of \$5.00 per badge.

(f) Civic Center Act. The Charter School agrees to comply with the provisions of the Civic Center Act (Ed. Code, § 38131, *et seq.*) in making use of the Facilities accessible to members of the community. The Parties understand that the Facilities are to be primarily used for school programs and activities and as such any use of the Facilities by members of the community shall not interfere with school activities. District Board Policy and

Administrative Regulations related to the Civic Center Act shall control scheduling, use and collection of fees related to use of the Facilities by members of the public. Consistent with that policy and the regulations, the District shall be solely responsible for coordinating access to the Facilities under the Civic Center Act and shall require users to provide appropriate proof of insurance related to use of the Facilities and to indemnify and hold harmless the District and Charter School for injury, risk of loss, or damage to property as a result of that access by members of the community. The District agrees to promptly clean and repair, if necessary, any portion of the Facilities used by members of the community immediately following such use. All requests for use of the Facilities made directly to the Charter School shall be forwarded to the District for coordination of use consistent with Board Policy and Administrative Regulations.

(g) Alarms. The Charter School shall have access to activate burglar alarms and intruder alerts corresponding to the Facilities provided at the Site. The Charter School agrees that in the event that any of Charter School's employees, directors, trustees, officers, agents, students, visitors, or contractors, trigger a false alarm at the Site, Charter School shall be responsible for costs incurred.

8. Furnishings and Equipment. The furnishings and equipment to be provided by the District for the Facilities are those furnishings and equipment that exist at the Facilities as of July 1, 2016. Said furnishings and equipment will include sufficient desks, chairs and a white board for each classroom. The Charter School is responsible for any furnishings and equipment over and above those provided by the District. The Charter School shall return all such furniture, fixtures and equipment to the District in like condition at the termination of this Agreement, excepting ordinary wear and tear. Upon return of the furniture, fixtures, and equipment, the District will inspect said items within sixty (60) calendar days. The Charter School shall be responsible for costs to repair or replace furniture, fixtures, and equipment to like condition, excepting ordinary wear and tear. All furniture, fixtures, and equipment that are not the property of the District or are not otherwise reimbursed by the District shall remain the property and under the ownership of Charter School and shall be disposed of according to the provisions of the approved Charter petition.

9. Utilities. District agrees to furnish or cause to be furnished to the Facilities necessary utilities. Utilities include, but are not limited to, are electrical, natural gas, sewer, waste disposal/recycling and water services. Due to cost containment efforts by the District, the number of bins associated with the Site(s), the bin capacities and the number of removals per week shall not increase during the Term. The District's failure to furnish or cause to be furnished necessary utilities when such failure is caused by (i) Acts of God or other acts beyond the control or fault of the District; (ii) strikes, lockouts, or other labor disturbances or labor disputes of any kind; (iii) any laws, rules, orders, ordinances, directions, regulations, requirements, or any other action by federal, state, county or municipal authority; (iv) inability despite the exercise of reasonable diligence by the District to obtain electricity, water, or fuel; or (v) any other unavoidable delay, shall not cause the District to be in default, shall not constitute a breach of this Agreement, and shall not result in any liability of the District.



The Charter School shall reimburse the District for the cost of utilities at the Site, as charged to the District by its utility providers, pro-rated to reflect use by other users of the Site. Thirty (30) days prior to the commencement of the 2016-2017 school year, the District shall endeavor to notify the Charter School of its estimated monthly charge for utilities. The Charter School shall pay such charge to the District throughout the Term on a monthly basis concurrent with the Charter School's payment of the Facilities Use Fee to the District pursuant to Section 4 of this Agreement. Within one hundred twenty (120) days after the expiration or earlier termination of this Agreement, the District shall provide the Charter School with a reconciliation of the Charter School's actual utility usage throughout the Term and the cost thereof. The District shall either refund the Charter School for any overpayment or shall invoice the Charter School for any underpayment. The Charter School shall reimburse the District for such underpayment, if any, within thirty (30) days after receipt of said invoice.

The Charter School shall comply with all District energy conservation policies in regard to use of the Facilities, as amended from time to time, including, but not limited to, Board Policy 3511 and the District's Energy Education program.

10. Proposition 39/Conditions Reasonably Equivalent.

(a) Charter School acknowledges by execution of the Agreement that the Facilities provided by the Agreement are "reasonably equivalent," as that term is defined by Proposition 39 and Education Code section 47614. Charter School and Non-Profit agree that this Agreement is a negotiated agreement, and that upon execution of this Agreement all obligations of the District to the Charter School under Proposition 39 have been satisfied for the Term of this Agreement. Charter School and Non-Profit waive their right to bring legal action for the Term of the Agreement based on any claims arising out of or relating to alleged compliance or noncompliance with Education Code section 47614 and the Proposition 39 regulations. This waiver does not extend to the obligations set forth in the Agreement.

(b) Charter School and Non-Profit acknowledge and agree that neither the District nor any of its agents have made, and the District hereby disclaims any representations or warranties, express or implied, concerning the premises, the physical or environmental condition of the premises or any other property beneath, adjacent to, or otherwise related to the premises.

11. Custodial Services.

Custodial services shall be provided pursuant to the terms and conditions as defined in Exhibit D.

12. Signage. The Charter School shall be allowed to place signage on the exterior of the Facilities. The District will keep its own signage exhibited at the Site, identifying the school as operated or formerly operated by the District. The District shall have final approval over the design, content and location of the Charter School's signage, but shall not unreasonably deny such design, content or location. The Charter School must remove

the signage upon termination of this Agreement. The Charter School must restore the Facilities, following removal of the signage, to the condition existing prior to installation of the signage to District's reasonable satisfaction. All such signage shall be subject to compliance with all applicable laws at Charter School's sole cost.

13. Operations and Maintenance.

(a) The District shall maintain the Facilities, furnishings and equipment, in good order, condition, and repair. The Charter School will reimburse the District for the costs, including time, labor and materials, to maintain the Facilities in good order, condition and repair. Said costs to the Charter School will be the sum total of: 1) The Facilities Use Fee of Section 4 of the Agreement, and, 2) the actual costs, including salary and benefits, of one District employed Plant Manager assigned to the Site. The District will invoice the Charter School quarterly for the actual costs including salary and benefits, of the District employed Plant manager assigned to the Site. The Charter School will pay said invoice within thirty (30) days of receipt.

(b) The Charter School will provide reasonable workspace for the Plant Manager assigned to the Site.

(c) The District shall be responsible for any modifications necessary to maintain the Facility in accordance with Education Code Sections 47610(d) or 47610.5. Projects eligible to be included in the District's deferred maintenance plan established pursuant to Education Code Section 17582 and the replacement of furnishings and equipment supplied by the District in accordance with the District's schedules and practices shall remain the responsibility of the District. The Charter School shall comply with the District's policies regarding the operations and maintenance of the school facility and furnishings and equipment, except to the extent renovation is approved by the District. However, the Charter School need not comply with policies in cases where actual District practice substantially differs from official policies.

(d) The District shall be responsible for providing the wiring/MIS infrastructure and maintaining it in its condition as of July 1, 2016. Any upgrades or improvements to the wiring/MIS infrastructure shall be the responsibility of the Charter School, in compliance with Section 14 ("Alterations and Additions"). The Charter School is responsible for the cost of internet service provided at the commercial rate.

(e) Upon the expiration or earlier termination of this Agreement, Charter School shall surrender the Exclusive Facilities and furnishings and equipment in the same condition as received, ordinary wear and tear excepted.

14. Alterations and Additions. The Charter School shall only make alterations, additions, or improvements ("Improvements") to the Facilities after obtaining the prior written consent of the District's Superintendent or his designee. Any Improvements to the Facilities made by the Charter School shall be paid for by the Charter School, and shall be contracted for and performed in accordance with all applicable building code standards, including Title

24 of the California Code of Regulations, the Field Act, Americans with Disabilities Act, the Fair Employment and Housing Act and all applicable District policies relating to facilities construction (the "Construction Standards"). The District or his designee will identify persons with whom the Charter School can communicate to seek information regarding District policies and to obtain consent for Improvements.

The District may impose as a condition to the aforesaid consent to such requirements as the District may deem necessary in its sole discretion, including without limitation, the manner in which the work is done, a right of approval of the contractor by whom the work is to be performed, and the times during which it is to be accomplished.

Should the Charter School fail to obtain the prior written consent of the District's Superintendent or his designee for Improvements, the Charter School shall, upon written request by the District, immediately cease making Improvements until such written consent is obtained, and the Charter School shall bear any costs, expenses and liabilities associated with the work stoppage.

Should the Charter School fail to contract and perform the Improvements in accordance with the Construction Standards or fail to adhere to the conditions to the District's consent as described above, the District may, at its sole option, direct that the Charter School immediately cease making such Improvements, and the District may alter, repair, or improve the Facilities pursuant to paragraph 15 herein, to bring the Facilities into compliance with the Construction Standards and/or the conditions to the District's consent, and Charter School shall be responsible for all such costs and expenses incurred by the District for such alterations, repairs or improvements. No Improvement shall be commenced until Charter School has first obtained and paid for all required permits and authorizations of all governmental authorities having jurisdiction with respect to such Improvements. All Improvements shall be made in good workmanlike manner and in compliance with all laws, ordinances, regulations, codes and permits.

Upon written reasonable request of the District prior to the expiration or earlier termination of the Agreement, Charter School will remove any and all improvements to the Facilities, at its own cost, that can be done without damage to the Facilities. In the event of charter termination or closure of the Charter School, all property shall be disposed of in accordance with the provision of the approved Charter School's petition. Unless the Parties agree otherwise in writing on an item by item basis, Charter School maintains its ownership rights in any alterations, additions or improvements and may be allowed to remove at termination of this Agreement and restore the Facilities to the condition existing prior to alteration, addition or improvement. Notwithstanding the foregoing, any addition to the Facilities that the Charter School does not remove prior to vacating the Facilities, shall vest in the District.

15. Entry by District. The District may enter the facility at any time to inspect the Facilities, to supply any service to be provided by the District to the Charter School hereunder and to alter, improve or repair the Facilities, or in the case of an emergency, consistent with Education Code Section 47607(a)(1). The District may erect scaffolding and other necessary structures where reasonably required by the character of the work to be

performed so long as the Charter School operations do not suffer unreasonable interference. The District agrees to use its best efforts at all times to keep any interference to the academic programs at Charter School to a minimum. The Charter School waives any claim for damages for any inconvenience to or interference with the Charter School's business, any loss or use of quiet enjoyment of the Facilities related to District's entry for the purposes identified in this Section.

16. Employees, Contractors and Independent Contractors. The Charter School and the District, their employees, agents, contractors and subcontractors shall comply with the requirements of Education Code Sections 45125.1 and 45125.2 related to access to the Facilities and protection of minor students.
17. Indemnity.

The Charter School shall indemnify, hold harmless, and defend the District, its Board of Trustees, the members of its Board of Trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liabilities, expenses and costs for any injury, death or damage to any person or property arising from the Charter School's use of the Facilities, excepting those claims, demands, actions, suits, losses, liabilities, expenses and costs arising from the negligent or intentional acts of the District, its employees, agents, officers and invitees.

The Charter School shall further indemnify, hold harmless, and defend the District, its Board of Trustees, the members of its Board of Trustees, officers, employees and agents against and from any and all claims arising from any breach or default in the performance of any obligation on the Charter School's part to be performed under the terms of this Agreement, and from all costs, attorneys' fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding brought thereon.

The District shall indemnify, hold harmless, and defend the Charter School, its trustees, officers, and agents against and from any and all claims, demands, actions, suits, losses, liabilities, expenses and costs for any injury, death or damage to any person or property arising from the District's conduct of business at the Facilities, excepting those claims, demands, actions, suits, losses, liabilities, expenses and costs arising from the negligent or intentional acts of the Charter School, its employees, agents, officers and invitees.

The District shall further indemnify, hold harmless, and defend the Charter School against and from any and all claims arising from any breach or default in the performance of any obligation on the District's part to be performed under the terms of this Agreement, and from all costs, attorneys' fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding brought thereon.

Upon becoming aware of any casualty or accident in or on the Facilities, each Party to this Agreement shall give prompt written notice thereof to the other Party.

In the event of a third party claim or potential claim covered by these provisions, the Parties agree to take all steps reasonable or necessary to cooperate in defending and

protecting their joint interests, and in expediting all reasonable or necessary efforts to gain coverage for the Parties under any liability policy or indemnity agreement issued in favor of the Non-Profit, including indemnity rights or agreements existing in contracts between the Non-Profit and any third party (such as contract with a supplier of goods or services), and further including efforts to reduce defense costs (through joint representation whenever possible), expenses and potential liability exposures.

18. Insurance. The Charter School shall comply with insurance provisions contained within its charter and any Memoranda of Understanding between the Parties.

19. Damage to or Destruction of School Site.

(a) Cost. The cost of restoring the Facilities under this Section shall be borne by the Charter School if the cause of the casualty is the negligence or intentional act of the Charter School, its employees, agents, students or invitees. The cost of restoring the Facilities under this Section shall be borne by the District if the cause of the casualty is the negligence or intentional act of the District, its employees, agents, or invitees. The Parties shall tender the cost of restoring the Facilities to their respective insurance carriers if the casualty is caused by a third party.

(b) Partial Damage – Insured. If the Facilities are damaged by any casualty which is covered under fire and extended coverage insurance carried by District, then District may restore such damage provided insurance proceeds are available to pay eighty percent (80%) or more of the cost of restoration and provided such restoration can be completed within ninety (90) days after the commencement of the work in the opinion of a registered architect or engineer appointed by District. In such event this Agreement shall continue in full force and effect, except that Charter School shall be entitled to proportionate reduction of use payments while such restoration takes place, such proportionate reduction to be based upon the extent to which the restoration efforts interfere with Charter School's business in the Facilities. The District shall provide the Charter School alternative space in the District for any part of the Charter School program that is displaced by the partial damage and/or the repair work of the same. If the Charter School secures alternative space then there shall be no diminution in the use payments during the period of the restoration.

(c) Total Destruction. If the Facilities are totally destroyed (defined as the destruction of more than fifty percent (50%) of the usable classroom space) or the Facilities cannot be restored as required herein under applicable laws and regulations, notwithstanding the availability of insurance proceeds, then this Agreement shall be terminated effective the date of the damage. Immediately upon the effective date of the damage, the District must provide a reasonably equivalent school facility to the Charter School as soon as reasonable so as to avoid any interruption in the educational program of the Charter School.

20. Liens. Charter School shall keep the Facilities free from any liens arising out of any work performed, materials furnished or obligations incurred by or on behalf of Charter School.

Notwithstanding anything stated herein to the contrary, if Charter School fails to promptly release and remove any such lien, District, at its sole option, may immediately (but shall not be obligated to) take all action necessary to release and remove such lien, without any duty to investigate the validity thereof, and all sums, costs and expenses, including reasonable attorneys' fees and costs, incurred by District in connection with such lien shall be immediately due and payable by Charter School.

21. Holding Over. Charter School shall not remain in possession of the Facilities or any part thereof after the expiration of this Agreement or after termination thereof without the express written consent of District. Notwithstanding the foregoing, if the Charter School holds over, the Charter School shall pay the monthly Facilities Use Fee plus all other charges payable required by this Agreement. Any holdover by Charter School requires the Charter School to comply with all terms of this Agreement. A holdover by the Charter School shall not trigger any additional term. The District shall have the right to remove the Charter School at any time after the expiration of the Term or termination of this Agreement.
22. Assignment and Subletting. The Charter School may not assign its rights under this Agreement or sublet any portion of the Facilities without the prior written consent of the District.
23. Rules, Regulations and Law. The Charter School and the Charter School's agents, employees, students, visitors and invitees shall observe and comply fully and faithfully with all reasonable and nondiscriminatory policies, rules, and regulations adopted by the District for the care, protection, cleanliness, and operation of the Facilities, and the Facilities' furnishings and equipment, and shall comply with all applicable laws.
24. Smoking. Smoking or the consumption of alcohol in any form shall not be allowed in or on District property and Facilities, including but not limited to all courtyards, walkways, and parking areas.
25. Default by Charter School. The occurrence of any one or more of the following events shall constitute a default and material breach of this Agreement by Charter School:
  - (a) The failure by Charter School to utilize the Facilities for the sole purpose of operating a charter school.
  - (b) The failure by Charter School to make timely payments required under this Agreement.
  - (c) The failure by Charter School to observe or perform any of the express covenants, conditions or provisions of this Agreement.
  - (d) The revocation or non-renewal of the Charter School's charter. Notwithstanding the foregoing, this Agreement shall not be terminated pursuant to this provision provided that the Charter School continues to operate in accordance with the terms of this Agreement

and is diligently pursuing a statutory appeal of the revocation or nonrenewal of its charter.

(e) The failure by Charter School to maintain ADA of eighty (80) or more in-District students as the term “in-District students” is defined in Proposition 39.

- i. In the event of any material default or breach by Charter School, District may, but shall not be obligated to, terminate this Agreement and Charter School’s right to possession of the Facilities. To terminate the Agreement, District must provide Charter School with thirty (30) days written notice (“notice to cure period”) of default or material breach. If Charter School fails to cure the breach after the notice to cure period, the District may immediately terminate the Agreement.
- ii. If the nature of the default is such that the same cannot reasonably be cured within the notice to cure period, the Charter School shall not be in default if Charter School shall within the notice to cure period commences to cure and thereafter, diligently prosecute the same to completion. In no event shall such period to cure exceed sixty (60) days.
- iii. Upon termination, District shall retain the right to recover from Charter School, without limitation, any amounts due under this Agreement or applicable law. Unpaid Facilities Use Fees shall bear interest from the date due at the maximum legal rate. In the event of termination by the District by reason of Charter School’s default or breach of this Agreement, the District shall not be obligated to provide facilities to Charter School pursuant to Proposition 39 for the remainder of that school year.

26. Default by District. District shall be in default of this Agreement if District fails to perform any material obligation required by this Agreement. In the event of any default by District, Charter School may terminate this Agreement upon thirty (30) days written notice thereof to the District if the District has failed to cure the default within thirty (30) days, unless the nature of the default is such that the same cannot reasonably be cured within said thirty (30) day period, in which event District shall not be in default (and Charter School may not terminate this Agreement) if District commences to cure such default within such thirty (30) day period and thereafter, diligently prosecutes the same to completion.

27. Miscellaneous.

(a) Waiver. The waiver by either Party of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of any charge hereunder by District or payment of any charge by Charter School shall not be deemed to be a waiver of any preceding default by Charter School or District of any term, covenant or condition of this Agreement, other than the failure of the Charter School to pay the particular charge so accepted, regardless of

District's knowledge of such preceding default at the time of the acceptance of such charge.

(b) Marginal Headings. The marginal headings and article titles to the articles of this Agreement are not a part of the Agreement and shall have no effect upon the construction or interpretation of any part hereof.

(c) Successors and Assigns. The covenants and conditions herein contained, subject to the provisions as to assignment, apply and bind the heirs, successors, executors, administrators and assigns of the Parties hereto.

(d) Amendment. No provision of this Agreement may be amended or modified except by an agreement in writing signed by the Parties hereto.

(e) Construction. Each of the Parties acknowledges and agrees that this Agreement is to be construed as a whole according to its fair meaning and not in favor of nor against any of the Parties as draftsman or otherwise.

(f) Venue. Any action or proceeding by any Party to enforce the terms of this Agreement shall be brought solely in the Superior Court of the State of California for the County of Sacramento.

(g) Applicable Law. This Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California.

(h) Severability. If any provision or any part of this Agreement is for any reason held to be invalid, unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

(i) Prevailing Authority. In the event of a conflict between the law and the terms of this Agreement, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. In the event of a conflict between the terms of the charter and the terms of this Agreement, the terms of this Agreement shall prevail and shall be deemed an amendment to the charter, replacing any conflicting terms therein. In the event of a conflict between the terms of the charter and any other agreement between the Charter School and the District, the terms of this Agreement shall prevail and shall be deemed an amendment to any other such agreement, replacing any conflicting terms therein.

(j) No Admission. Except as expressly agreed herein, nothing contained herein shall constitute an admission of fact or law.

(k) Binding Obligation. If and to the extent that the Charter School is a separate legal entity from the District, the Charter School expressly agrees that this Agreement is a binding obligation on the Charter School and the District agrees that this Agreement is a binding obligation on the District.



(l) Prior Agreements. This Agreement contains all of the agreements of the Parties hereto with respect to any matter covered or mentioned in this Agreement, and no prior agreements or understanding pertaining to any such matters shall be effective for any purpose.

(m) Subject to Approval by Governing Board. This Agreement shall become effective upon ratification by the District's Governing Board.

(n) Notices. All notices and demands that may be or are to be required or permitted to be given by either Party to the other hereunder shall be in writing. All notices and demands by the District to Non-Profit or Charter School shall be sent by United States Mail, postage prepaid, addressed to Non-Profit or Charter School at the address set forth below. All notices and demands by the Charter School to the District shall be sent by United States Mail, postage prepaid, addressed to the District at the address set forth below.

To District:

Sacramento City Unified School District  
Attn: Jack L. Kraemer, Charter Oversight  
Coordinator  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824  
Facsimile: 916-399-2058

To Non-Profit or Charter School:

California Montessori Project  
Attn: Gary Bowman, Executive Director  
5330-A Gibbons Drive, Suite  
700  
Carmichael, CA 95608  
Facsimile: 916-649-7757

(o) Execution in Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original of the Agreement. Signatures transmitted via facsimile or portable document format ("pdf") to other Parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

(p) Warranty of Authority. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the Party indicated, and each of the Parties by signing this Agreement warrants and represents that such Party is legally authorized and entitled to enter into this Agreement.

Non-Profit and Charter School

District

By: Gary S. Bowman

By: \_\_\_\_\_

Gary Bowman,  
Executive Director

Jose L. Banda,  
Superintendent

Date: APRIL 29, 2016

Date: \_\_\_\_\_

Approved and ratified this \_\_\_\_\_ day of \_\_\_\_\_, 2016, by the Board of Education of the Sacramento City Unified School District by the following vote:

AYES:

NOES:

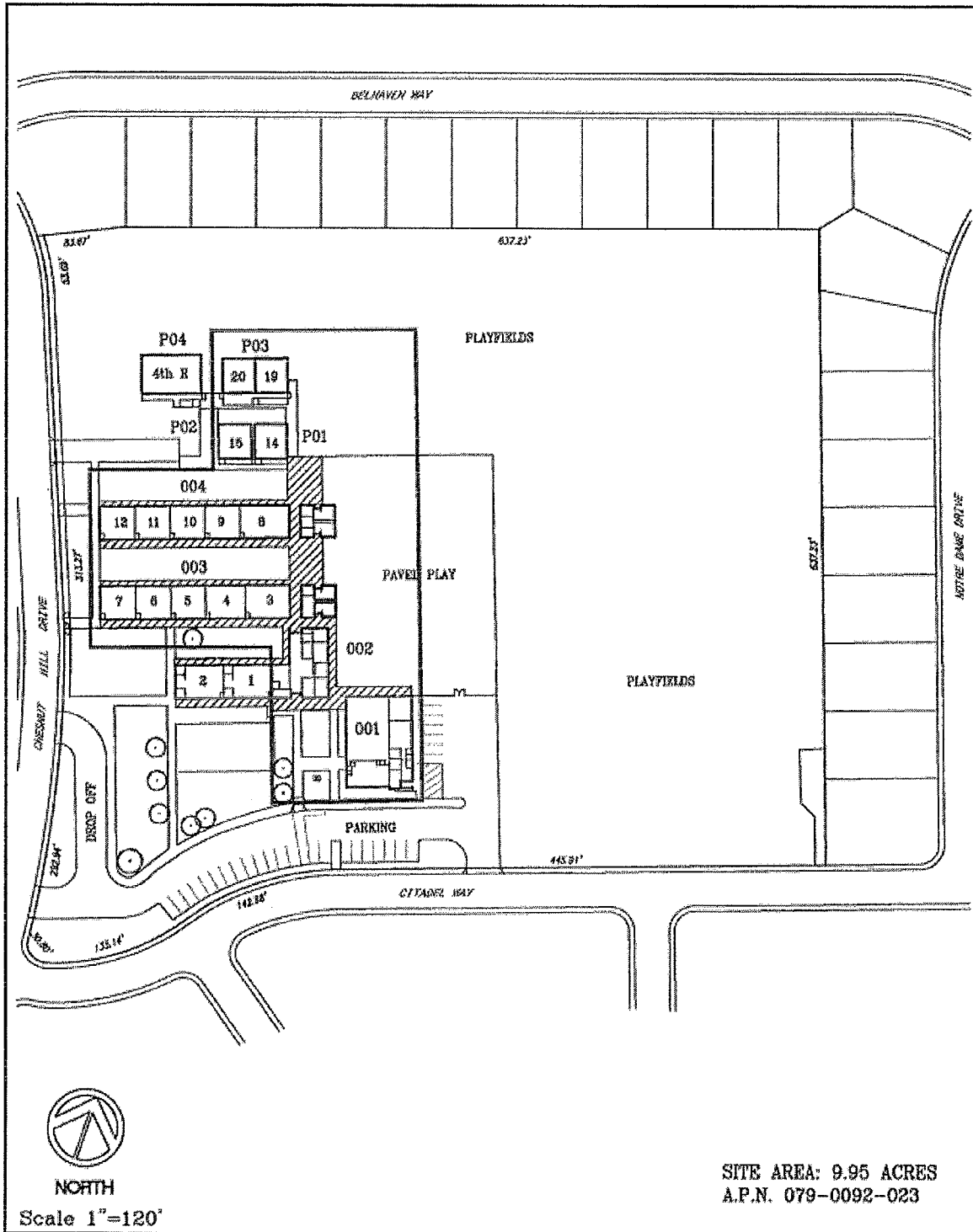
Abstentions:

\_\_\_\_\_  
Secretary to the Board of Education

## EXHIBIT A - Facilities

Facilities are limited to the buildings and other property that are listed herein and further depicted in Exhibit B. The entire Thomas Jefferson site except room 1, 2, and preschool playground.

EXHIBIT B – Map of Facilities/Buildings and Other Property



Thomas Jefferson Elementary School  
2635 Chesnut Street  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXISTING SITE DIAGRAM

DECEMBER 2003

### EXHIBIT C – Facilities Use Fee

For the 2016-2017 school year, Charter School shall pay District an initial estimate Facilities Use Fee of Seventy-Nine Thousand, Eight Hundred Ninety-Six Dollars and Sixty Cents (\$79,896.60), based on a pro rata facilities cost estimate of Two Dollars and Ten Cents (\$2.10) per square foot for the use of approximately Thirty-Eight Thousand, Forty-Six (38,046) square feet of the Facilities during that time. The initial estimate Facilities Use Fee shall be paid out in equal installments of Six Thousand, Six Hundred Fifty-Eight Dollars and Five Cents (\$6,658.05) each month throughout the fiscal year. Beginning on July 1, 2016, payments shall be payable on or in advance on the first day of each month (“Due Date”), without deduction, offset, prior notice or demand, in lawful money of the United States.

The District will re-calculate and adjust these fees annually for the remaining fiscal years for the Term of this Agreement

School Name: Thomas Jefferson Elementary School  
 School Code: 375  
 Site Area: 9.95Acres  
 Year Built: 1963  
 A.P.N. 079-0092-023  
 Address: 2635 Chestnut Hill Drive, Sacramento, CA 95826

Bldg/Room Code	Classroom No.	Room Use	Area	Year Built	DSA #
<b>PERMANENT BUILDINGS</b>					
<b>Bldg. 001</b>				1963	23233
B004		Mechanical	151		
J001		Janitor	18		
K001		Kitchen	627		
S001		Locker Area	22		
S002		Pantry	97		
S003		Storage	158		
T001		Toilet	30		
T002		Toilet (Women)	66		
T003		Toilet (Men)	65		
U001		Multi-purpose	2,447		
U002		Platform	741		
		Hall	44		
		Ref	84		
		Storage	142		
		Closet	394		

CMP  
Charter  
Only      District  
Only      Shared      Other

151  
 18  
 627  
 22  
 97  
 158  
 30  
 66  
 65  
 2,447  
 741  
 44  
 84  
 142  
 394

BUILDING AREA TOTAL                      5,086  
 COVERED WALKWAYS                      682  
 CLASSROOMS                                      0

682

<b>Bldg. 002</b>				1963	23233
B001		Mechanical	156		
C001		Workroom	240		
C002		Nurse	220		
C003		Reception	160		
C004		Principal	139		
H001		Hall	746		
I001		Lounge	344		
J001		Janitor	54		
J002		Store	56		
K001		Kitchen	67		
S001		Storage	56		
S003		Storage	93		
S004		Storage	23		
S005		Storage	42		
T001		Toilet	62		

156  
 240  
 220  
 160  
 139  
 746  
 344  
 54  
 56  
 67  
 56  
 93  
 23  
 42  
 62

T002		Toilet	62			62
T003		Toilet (Men)	38		38	
T004		Toilet (Women)	68		68	
T005		Toilet	22		22	
Y001	1	Classroom	1,051			1,051
Y002	2	Classroom	1,051			1,051
		Work Room	99			99
		Work Room	99			99
		Storage	504			504
BUILDING AREA TOTAL			5,452			
COVERED WALKWAYS			4,424			4,424
CLASSROOMS			2			

Bldg. 003			1963	23233	
B002		Boiler Room	115		115
O003	3	Classroom	1,051		1,051
O004	4	Classroom	935		935
O005	5	Classroom	935		935
O006	6	Classroom	935		935
O007	7	Classroom	935		935
S001		Storage	236		236
T001		Toilet (Girls)	209		209
T002		Toilet (Boys)	208		208
T003		Toilet	39		39
ZC01		Closet	59		59
		Work Room	140		140
		Toilet	39		39
		Storage	317		317
BUILDING AREA TOTAL			6,153		
COVERED WALKWAYS			4,326		4,326
CLASSROOMS			5		

Bldg. 004			1963	23233	
B003		Boiler Room	115		115
O008	8	Library	1,291		1,291
O009	9	Classroom	935		935
O010	10	Classroom	935		935
O011	11	Classroom	935		935
O012	12	Classroom	935		935
S005		Storage	132		132
T005		Toilet (Women)	99		99
T009		Toilet (Boys)	208		208
T010		Toilet (Girls)	209		209
ZC02			59		59
		Storage	300		300
BUILDING AREA TOTAL			6,153		
COVERED WALKWAYS			5,336		5,336
CLASSROOMS			4		

Permanent Building Area 22,844  
 Covered Walkways 14,768  
 Permanent Classrooms 11

**PORTABLE BUILDINGS**

P01	14	Classroom	983	1953	9952	983	
P02	15	Classroom	960	1991	55702	960	
P03	19	Classroom	900	1967	28948	900	
P03	20	Classroom	900	1967	28948	900	
P04	4th R	Classroom	1,920	1988			1,920
<b>Portable Building Area</b>			<b>5,663</b>			<b>Total</b>	<b>34,003 2,928 4,424 1,920</b>
<b>Portable Covered Walkways</b>			<b>0</b>				
<b>Portable Classrooms</b>			<b>4</b>				

<b>TOTAL BUILDING AREA</b>	28,507	<b>Total Charter Space</b>	34,003
<b>TOTAL COVERED WALKWAYS</b>	14,768	<b>Total District Space</b>	2,928
<b>TOTAL CLASSROOMS</b>	15	<b>Total Shared Space</b>	4,424
		<b>Ratio of Charter to District Space</b>	91%
		<b>Shared Space Allocated to Charter</b>	4,043
		<b>Total Square Feet to be reflected in Facilities Use Agreement</b>	
		<b>Space Exclusively for Charter Shared Space</b>	34,003
			4,043
		<b>Total</b>	38,046



## EXHIBIT D – Custodial Services

- a. Routine Services. The District shall be responsible for providing the “routine” or regularly scheduled daily or weekly custodial services for the Facilities. The level of said services will be consistent with the District’s standard practices and policies. Said services will be provided by District employees. The Charter School will reimburse the District for the actual costs, including but not limited to time, labor, salary, and benefits, to provide custodial services for the Facilities. The District will invoice the Charter School quarterly for these services. The Charter School will pay said invoice within thirty (30) days of receipt. The Charter School shall provide any cleaning supplies and tools necessary for those personnel to provide custodial services, including but not limited to toilet paper, soap, and paper towels.
- b. “Deep Cleaning” Services. The parties also understand that, from time to time, additional custodial services may be required for “deep cleaning”. These services may occur on a bi-annual, annual or semi-annual basis and include, but are not limited to: refinishing the gymnasium floors, high dusting, power washing, cleaning bleachers, detailing locker rooms and lockers and degumming surfaces. The Charter School will reimburse the District for these services in the same manner as “Routine” services as outlined above.
- c. Additional Services. Should the Charter School require additional custodial services above the District’s standard practices and policies, or for special events, those costs to the Charter School will be assessed separately as requested.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1j

**Meeting Date:** June 2, 2016

**Subject:** Approve Hiram Johnson High School Field Trip to Louisville, Kentucky,  
June 20 – June 24, 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 Hiram Johnson High School Field Trip to Louisville,  
Kentucky, June 20-24, 2016

**Background/Rationale:**

Hiram Johnson High School student Jacob Lee is a Cadet in the Johnson Law Academy, which is one of our Linked Learning pathways. As the winner of the gold medal in the California SkillsUSA Criminal Justice Competition, Jacob has earned the right to compete at the national level. This is a once-in-a-lifetime opportunity for Jacob to be able to represent not only his academy, but also his school, our district, and the state of California. This opportunity also serves as an example of how our high school Linked Learning pathways are preparing our students to be college, career, and life-ready graduates.

Upon the Board's approval, Jacob, teacher/chaperone Lo Saetern and Sacramento Police Department Officer Samuel Davis (Jacob's SkillsUSA coach), will travel from Sacramento to Louisville, Kentucky, in order to attend the National Leadership and Skills Conference to be held June 20-24, 2016

The attendance of Officer Davis is required because he is the student's coach and designated SkillsUSA representative. Lo Saetern is Jacob's academy history instructor and will act as Jacob's chaperone during the trip.

**Financial Considerations:**

All cost for the student's travel, meals, lodging, registration fees, and other incidentals, will be from non-public funds provided by the student's fun raising efforts and the Police Officers Foundation, a 501(c) (3) tax-exempt nonprofit organization. Expenses for Lo

Saetern will be paid with district funds from the College and Career Readiness Department's donation account. Officer Davis' expenses will be paid by the police department with the exception of airfare which will be covered by the College and Career Readiness department.

**LCAP Goal(s):** College and Career Ready Student

**Documents Attached:**

1. Out of State Field Trip Documents

**Estimated Time of Presentation:** N/A

**Submitted by:** Lisa Allen, Interim Deputy Superintendent  
Doug Huscher, Interim Assistant Superintendent of  
Equity

**Approved by:** José Banda, Superintendent

# TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

<b>Request to Attend:</b> <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	<b>Purpose for Attending:</b> <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	<b>Instructions:</b> This form must be completed and received in Accounts Payable at least <b>30 days</b> prior to the proposed trip- <b>60 days</b> if out-of-state.  REQ # _____
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School/Department College and Career Readiness/Hiram Johnson High School Date May 11, 2016

Date(s) of Event June 20 - June 24, 2016 Location Louisville, Kentucky

Event Title (attach brochure) National Leadership and Skills Conference

Purpose\* Students work against the clock and each other, proving their expertise in occupations such as electronics, computer-aided drafting, precision machining, medical assisting and culinary arts. Leadership contestants will demonstrate skills including extemporaneous speaking and conduction meeting by parliamentary procedure

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

How does this travel align with the District's strategic plan? Pillar I

How will this activity/event be used and shared? Share with teacher, administrator and students experiences at National Leadership Conference

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>
Saetern, Lo	Teacher- Hiram Johnson	Yes	5	01-0000-0-1102-15-1110-1000-142-0739-000
Davis, Samuel	Police Officer/Skills USA Coach	No		
Lee, Jacob	Student - Law Academy - HJHS	No		
		No		
		No		

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

<b>Approvals:</b> <div style="margin-bottom: 10px;">                  _____                  Principal/Department Head Signature &amp; Print Name             </div> <div style="margin-bottom: 10px;">                  _____                  Cabinet Level or Designee Signature             </div> <div style="margin-bottom: 10px;">                  _____                  Chief Business Officer Signature             </div> <div>                  _____                  Superintendent or Designee Signature             </div>	District cost for all attendees (estimate) Registration Fee *** <span style="float: right;">241.50</span> Meals included? <input type="checkbox"/> No B <input type="checkbox"/> L <input type="checkbox"/> D <input type="checkbox"/> Lodging <span style="float: right;">859.14</span> Transportation <span style="float: right;">698.70</span> Meals <span style="float: right;">275.95</span> Other <span style="float: right;">358.42</span> <b>TOTAL</b> <span style="float: right; border: 1px solid black; padding: 2px;">\$2,433.71</span>
--	---

Categorical Budget Code(s): 01-0812-0-5230-00-1110-1000-142-0739-000 \$ 2,192.21

General Fund/Unrestricted 01-0812-0-5230-00-0000-5235-142-0739-000 \$ 241.50

\*\*\*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  
**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 Hiram Johnson High School Date 5/10/2016

Teacher's Name Washington Room # S-11 Telephone # 505931  
 Fax # \_\_\_\_\_

Field Trip Destination Loiosville, Kentucky Skills USA National Competition and Conference

- Local (50 mile radius)     Out-of-Town (Beyond 50 mile radius)     Overnight  
 Out-of-State/Country     Involving Swimming or Wading     Unusual Activities

Route Plane

Educational nature of field trip/excursion Work Based Learning/ Career Development

Depart Date 6/20/16 Time 11:41 am

Return Date 6/25/201 Time 7:55 am

- 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: \_\_\_\_\_

Funding Source SCUSD/ SPD Foundation    Financial Assistance Available?     yes     no

Number of students participating: 1

Adult Supervisors/ Drivers:	DRIVER		DRIVER
1) <u>Sam Davis</u>	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	2) _____	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

1) <u>Lo Saetern</u>	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	2) _____	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Principal Approval [Signature] Date 5/12/16

Risk Management Approval (Unusual Activities) [Signature] Date 5/20/16

Segment Administrator Approval \_\_\_\_\_ Date 5-18-16

- Distribution:** Refer to Field Trip Information Form RSK 106E 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 Hiram Johnson High School Date 5/10/16  
Teacher's Name Washington Room # S-11 Telephone # 505931

Field Trip Destination Louisville, Kentucky

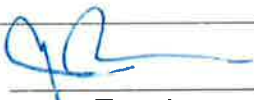
Reason for travel Skills USA National Competition

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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: 6/20/16 - 6/25/16

Signed  \_\_\_\_\_  
Teacher

**Approvals:**

 \_\_\_\_\_ Date 5/12/16  
Principal

 \_\_\_\_\_ Date 5/20/16  
Risk Management Dept.

 \_\_\_\_\_ Date 5-19-16  
Segment Administrator

 \_\_\_\_\_ Date 5/19/16  
Superintendent

\_\_\_\_\_  
Board Approval Date



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1k

**Meeting Date:** June 2, 2016

**Subject:** Approve Luther Burbank High School Field Trip to the University of Denver in Denver, Colorado, from July 18 - July 24, 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 University of Denver, Denver, Colorado from July 18 to July 24, 2016.

**Background/Rationale:** On July 18 through July 24, 2016, IB Diploma candidates from Luther Burbank High School will travel to University of Denver, Denver, Colorado to attend the IB World Student Conference. Students will develop leadership skills and have the opportunity to meet IB students from across the globe. They will also have the opportunity to interact with university faculty and world-renowned speakers to explore global issues and develop global action projects, which will be shared with the LBHS community. There will be two chaperones attending with seven students.

**Financial Considerations:** There will be no cost to the district. Expenses will be paid through donation and gofundme.com.

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

**Documents Attached:**

1. Out of State Field Trip Documents

<p><b>Estimated Time of Presentation:</b> N/A</p> <p><b>Submitted by:</b> Lisa Allen, Interim Deputy Superintendent Chad Sweitzer, Area Assistant Superintendent</p> <p><b>Approved by:</b> Jose L. Banda, Superintendent</p>
---

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 03/31/2016

Teacher's Name Katherine L. Bell Room # J3 Telephone # 916-433-5166  
 Fax # \_\_\_\_\_

Field Trip Destination IBW Student Conference, University of Denver, Denver, CO.

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

Out-of-State/Country  Involving Swimming or Wading  Unusual Activities

Route Commercial Airline from Sacramento, CA. to Denver, CO.

Educational nature of field trip/excursion Students will develop leadership skills and meet other IB students from around the world. They will interact with university faculty

Depart Date 7/18/2016 Time 6:00 am am/pm Return Date 7/24/2016 Time 7:00 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: \_\_\_\_\_

Funding Source Fundraising Financial Assistance Available?  yes  no

Number of students participating: 7

Adult Supervisors/ Drivers:	DRIVER		DRIVER
1) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	2) _____	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

1) <u>Katherine Bell</u>	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	2) <u>Arthur Sisneros</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Principal Approval *Salvador* Date 5-13-16

Risk Management Approval (Unusual Activities) *Sam Wash* Date 6/18/16

Segment Administrator Approval *Christy* Date 5-16-16

- 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.
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  - 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 High School Date 7/18/16 - 7/24/16  
 Teacher's Name Katherine Bell Room # J3 Telephone # 916-443-5100

Field Trip Destination IB World Student Conference, Univ of Denver, Denver, CO.

Reason for travel Students will be participating in the IB World Student Conference in Denver, CO. They will develop leadership skills and have the opportunity to meet IB students from across the globe. They will also have the opportunity to interact with university faculty and world-renowned speakers.

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: The IBWSC Denver 2016 is finalizing the day-to-day itinerary. See attached for itinerary.

Signed Katherine Bell  
 Teacher

**Approvals:**

<u>[Signature]</u>	<u>5-13-14</u>
Principal	Date
<u>[Signature]</u>	<u>5/18/10</u>
Risk Management Dept.	Date
<u>[Signature]</u>	<u>5-16-16</u>
Segment Administrator	Date
<u>[Signature]</u>	<u>5/20/16</u>
Superintendent	Date

Board Approval Date

# TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

<b>Request to Attend:</b> <input checked="" type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	<b>Purpose for Attending:</b> <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	<b>Instructions:</b> 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 Date 04/25/2016

Date(s) of Event 7/18 - 7/24/2016 Location Denver, Co.

Event Title (attach brochure) IB World Student Conference Denver 2016

Purpose\* chaperoning a group of 7 IB Diploma candidates from LBHS so they can attend the IBWSC at the University of Denver; students will meet other IB students from around the globe to develop collaborative projects focusing on 'farm-to-fork'; students will engage with university faculty and guest speakers to explore global issues; students will develop global action projects which will be shared with the LBHS community  
 \*(what value does this activity give students, attendees, staff, department/site or community?)

How does this travel align with the District's strategic plan? AP/IB; college-going culture

How will this activity/event be used and shared?

Name of Attendee(s) (attach sheet for additional attendees)	Position	Substitute (Y/N)**	No. of Days Required	Budget Code (for substitute)
Katherine Bell	IB Coordinator & Teacher	No	□	
Arthur Sisneros	Teacher	No	□	
		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 [Signature] 5-13-16  
 Date

Cabinet Level or Designee Signature [Signature] 5-16-16  
 Date

Chief Business Officer Signature [Signature] 5/18/16  
 Date

Superintendent or Designee Signature [Signature] 5/20/16  
 Date

District cost for all attendees (estimate)

Registration Fee \*\*\* 0.00

Meals included?  B  L  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 ****	_____

\*\*\*\* 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 11.11

**Meeting Date:** June 2, 2016

**Subject:** Approve Minutes of the May 5, 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 May 5, 2016, Board of Education Meeting.

**Background/Rationale:** None

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Engagement

**Documents Attached:**

1. Minutes of the May 5, 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, May 5, 2016

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

## **MINUTES**

2015/16-22

### **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

The meeting was called to order at 4:35 p.m. by President Pritchett, and roll was taken.

#### *Members Present:*

President Christina Pritchett  
Vice President Jay Hansen  
Second Vice President Jessie Ryan  
Gustavo Arroyo  
Ellen Cochrane  
Darrel Woo

#### *Members Absent:*

Diana Rodriguez (arrived at 4:38 p.m.)

A quorum was reached.

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

The following gave Public Comment regarding the Hiram Johnson Principal appointment:

Dennis Pedersen  
Sheyenne Camargo  
Alex Visaya  
Chiemseng Yanngh  
Kou T. Xiong  
Kevin Phan

### **3.0 CLOSED SESSION**

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

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

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

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

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

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

*3.4 Government Code 54957 - Public Employee Performance Evaluation:*

*a) Superintendent*

*3.5 Government Code 54957 – Public Employee Appointment*

*a) Principal, Hiram Johnson High School*

### **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

*The meeting was called back to order at 6:39 p.m. by President Pritchett.*

*Members Present:*

*President Christina Pritchett*

*Vice President Jay Hansen*

*Second Vice President Jessie Ryan*

*Gustavo Arroyo*

*Ellen Cochrane*

*Diana Rodriguez*

*Darrel Woo*

*Student Member Elizabeth Barry*

*The Pledge of Allegiance was led by Olivia Sison, a Junior at C. K. McClatchy High School. A Certificate of Appreciation was presented by Vice President Hansen.*

### **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*Superintendent Banda announced that by unanimous vote of 7 to 0 the Board approved the appointment of Dr. Kal Phan as Principal of Hiram Johnson High School. Superintendent Banda and Member Rodriguez then said a few words of welcome, and Dr. Phan spoke.*

## 6.0 AGENDA ADOPTION

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

## 7.0 SPECIAL PRESENTATION

7.1 Approve Resolution No. 2883: Recognition of California Day of the Teacher, **Action**  
May 11, 2016 (Christina Pritchett)

President Pritchett read the resolution. Member Rodriguez made a motion to approve, and Second Vice President Ryan seconded. The motion was unanimously approved. Nikki Milevsky, President of SCTA, was at the podium to represent SCTA.

### Public Comment:

Nikki Milevsky appreciates the recognition of May 11<sup>th</sup> as California Day of the Teacher and thanked the Board for that. She said that the educators in our District need to be recognized and appreciated. However, she expressed on-going concerns about salary, increase in administrators, budget, and the misrepresentation of facts. She noted that actions speak louder than words and suggested that is why 53 percent of District teachers are considering taking a position in neighboring districts. Due to her concerns stated, she feels the District is not putting students first.

### Board Member Comments:

None.

7.2 Approve Resolution No. 2884: Recognition of Classified School Employees Week, **Action**  
May 15 to May 21, 2016 (Jay Hansen)

Vice President Hansen spoke about Classified School Employees Week and read the resolution. Member Rodriguez made a motion to approve, and Member Arroyo seconded. The motion passed unanimously. Malinda Chambers spoke on behalf of SEIU. Ian Arnold, Malinda Chambers, and Donna Lopez accepted a framed copy of the resolution.

### Public Comment:

None.

### Board Member Comments:

None.

7.3 Parent Teacher Home Visit Project/Academic Parent Teacher Teams (Lysette Lemay)

Lysette Lemay introduced a District parent, a teacher from Edward Kemble Elementary School, and a Seventh Grader from Fern Bacon Middle School. Each spoke of their experiences with the Parent Teacher Home Visit Project. Ms. Lemay spoke about the program and how it is a national model.

### Public Comment:

Liz Guillen, of Public Advocates, gave some background information on the relationship that her organization has had with the Parent Teacher Home Visit Project.

*Board Member Comments:*

*Second Vice President Ryan commented on the good results and return on investment that comes from the Parent Teacher Home Visit Project.*

*President Pritchett shared her personal experiences with the Parent Teacher Home Visit Project.*

*Vice President Hansen also shared some home visits in which he participated.*

**7.4 Approve Resolution No. 2881: Recognition of National Foster Care Month (Aliya Holmes) **Action****

*Foster Youth Services Coordinator Aliya Holmes spoke about the program and introduced a video that was shown.*

*Public Comment:*

*Darlene Anderson said that it is better to work with families. She has concerns that parents do not know how to get services.*

*Board Member Comments:*

*President Pritchett asked Second Vice President Ryan to read the resolution. She noted that only 30 percent of Foster Youth students graduate. Vice President Hansen moved that the resolution be approved, and Member Arroyo seconded. The motion passed unanimously. Second Vice President Ryan presented a framed copy of the resolution. President Pritchett said it is important to discuss the issues facing Foster Youth and asked the department to reach out to the Board.*

**7.5 Recognition of C. K. McClatchy High School Teacher Allison Northcutt, Selected to Receive the Civic Learning Award of Merit (Peter Lambert)**

*C. K. McClatchy High School Principal Peter Lambert introduced Social Sciences and mentor teacher of the Law and Public Policy Academy teacher Allison Northcutt. Ms. Northcutt spoke.*

*Public Comment:*

*None.*

*Board Member Comments:*

*Vice President Hansen spoke about the importance of civic education. He presented a certificate of achievement to Ms. Northcutt.*

**7:30 p.m. 8.0 PUBLIC COMMENT**

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

*Public Comment:*

*Tony Lee thanked the Board for appointing Dr. Kal Phan to the position of Principal.*

*Teresa Chao thanked the Board for appointing Dr. Kal Phan to the position of Principal.*

*Ian Arnold spoke about concerns he has with policy changes made by Sac Metro Fire.*

*Shamica Whittaker-Hott, a parent at Rosa Parks K-8 School, said she has not received response from a Uniform Complaint that she filed in February.*

*Brian Laird, a teacher from West Campus High School, brought examples of the out of date and very worn textbooks his students are currently using in his Advanced Placement History course. He requested textbooks that are up to par with the College Board's revision of the course.*

*Ms. Dalton, a former parent at Pony Express Elementary School, said that they left the school on April 28<sup>th</sup>, however an issue appears to be continuing at the school regarding her, and she does not understand why.*

*Darlene Anderson also spoke about the matter regarding Ms. Dalton. She spoke about problems with the way children are documented at Pony Express Elementary School.*

*Brenda Ruiz spoke about a school food forum that was recently held at the California State University, Sacramento. She thanked some District staff that attended.*

*Janet Fricke spoke about ways in which closed schools could be used for the homeless.*

*Pastor Jonathan Gainsbrugh also asked that a closed school be used for the homeless.*

*Solomon Young, a Senior at Sacramento High School, invited the Board and public to Sacramento High School's Annual Senior Signing Day which will be held on Friday, May 13<sup>th</sup> at 2:30 p.m. in the gym.*

*Tammy Ingraham, parent of a Sacramento High School student, gave information on a health fair co-hosted with the University of California, Davis. It will be held Friday, May 20<sup>th</sup> from 5:00 to 8:00 p.m. at Sacramento High School. Free immunizations will be available.*

*Grace Trujillo had comments about a recent Sacramento Bee article on District finances. She has concerns about lifetime health benefit costs and unfunded liabilities. She still feels that District properties should be sold.*

*Vanessa Gillette spoke about a meeting that was held at Pony Express Elementary School regarding safe schools. However the first item on the agenda was about getting a restraining order against a parent. She said when she pointed out that the Education Code needed to be followed, the group began asking her many questions, and the Principal asked her to leave.*

## **9.0 PUBLIC HEARING**

### **9.1 Consideration of District Initial Proposal to United Professional Educator (UPE) Regarding the Administrator's Unit Collective Bargaining Agreement Negotiations (Cancy McArn)**

*President Pritchett opened the public hearing. Chief Human Resources Officer Cancy McArn introduced Human Resources Director Cindy Nguyen. Ms. Nguyen went over the articles pertaining to the areas being opened for 2015-16 and 2016-17.*

*Public Comment:*

*None.*

*Board Member Comments:*

*Member Woo said that, once the discussions are completed, he hopes someone will look completely from the front page to the last for inconsistencies in language instead of putting change of language in. He would like it to flow as singular document.*

*The public hearing was closed.*



## **10.0 CONSENT AGENDA**

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

### **10.1 Items Subject or Not Subject to Closed Session:**

- 10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 10.1b Approve Personnel Transactions (Cancy McArn)*
- 10.1c Approve Sutter Middle School Field Trip to Boston, Massachusetts, from May 15 – 20, 2016 (Lisa Allen and Olga Simms)*
- 10.1d Approve Resolution No. 2885: Recognition of National School Nurse Day, May 11, 2016 (Victoria Flores)*
- 10.1e Approve Resolution No. 2886: Recognition of National Children’s Mental Health Awareness Day, May 5, 2016 (Victoria Flores)*
- 10.1f Approve Board of Education Meeting Calendar for 2016-2017 School Year (José L. Banda)*
- 10.1g Approve Resolution No. 2887: Student Advisory Council (Student Advisory Council Executive Board)*
- 10.1h Approve Resolution No. 2882: Resolution Regarding Board Stipends (Christina Pritchett)*
- 10.1i Approve Minutes of the April 3, 2016, Board of Education Retreat and Special Board Meeting (José L. Banda)*
- 10.1j Approve Minutes of the April 7, 2016, Board of Education Meeting (José L. Banda)*
- 10.1k New Board Policy No. 5111.1: District Residency (Ken McPeters and Raoul Bozio)*
- 10.1l Revision to Board Policy No. 3513.3: Tobacco Free Schools (Raoul Bozio)*

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

#### **Public Comment:**

*Darlene Anderson was called to speak on 10.1i and 10.1k; however she was not present when called.*

## **11.0 COMMUNICATIONS**

11.1 *Employee Organization Reports:*

**Information**

- *CSA – No report given.*
- *SCTA – Nikki Milevsky reported on behalf of SCTA.*
- *SEIU – Ian Arnold reported on behalf of SEIU.*
- *Teamsters – No report given.*
- *UPE – Peter Lambert reported on behalf of UPE.*

11.2 *District Parent Advisory Committees:*

**Information**

- *Community Advisory Committee – Angie Sutherland, Grace Trujillo, and Benita Ayala reported on behalf of the Community Advisory Committee.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Indian Education Parent Committee – Alicia McCoy reported on behalf of the Indian Education Parent Committee.*
- *Sacramento Council of Parent Teacher Association (PTA) – No report given.*

11.3 *Superintendent’s Report (José L. Banda)*

**Information**

*Superintendent Banda spoke about Teacher Appreciation Week and thanked all teachers for their hard work. He shared some personal experiences about teachers that were influential to him while growing up. He said we have some of the best teachers and spoke about how they change the lives of students.*

*Public Comment:*

*Darlene Anderson has concerns about District residency regarding parents that have to go through the Student Attendance Review Board (SARB) for not having the ability to get their children to school. She also has concerns about the closed session portion of the minutes of the Board Retreat in April.*

11.4 *President’s Report (Christina Pritchett)*

**Information**

*President Pritchett reported that she attended Academic Signing Day at Rosemont High School for all Seniors signing their college acceptance letters. In the future she would like all students that will be going on to junior colleges to be included. She congratulated all Seniors graduating this year.*

11.5 *Student Member Report (Elizabeth Barry)*

**Information**

*Student Member Barry had been out of the country recently. She shared her experiences and spoke on issues she learned about while in the Dominican Republic. She also visited colleges recently. She reported that there is a meet-and-great for students to meet the candidates for Mayor of Sacramento. It will be held Sunday, May 15<sup>th</sup> from 4:30 to 6:30 p.m. at Fruit Ridge Community Collaborative*

11.6 Information Sharing By Board Members

**Information**

*Member Cochrane reported that the English Language Committee is developing a new master plan and will be having meetings which she will attend. She also reported that the Tahoe Park Neighborhood Association's \$500 scholarship for Hiram Johnson Seniors has had no applicants. She gave information on how to apply. She also encouraged participation in the East Sac Garden Tour on May 7 and 8. There is a fee to see seven gardens, but the event is a fund-raiser for David Lubin Elementary School.*

*Member Woo thanked New Technology High School and the School of Engineering and Sciences for having him participate in their senior project presentations. He also thanked the District for helping to sponsor an event at California State University, Sacramento last week for Hmong, Mien, and other immigrant students. Students from Luther Burbank, Hiram Johnson, and Grant High Schools attended.*

*Member Rodriguez wished all a happy Cinco de Mayo and spoke about the federal government's recent and more positive position on dual-language learners. She also gave statistics and data on national graduations rates and the graduation rates of Latino and African-American students, as well as information on federal research grants and scholarships awarded to Spanish-serving colleges. She also spoke about the importance of making sure that everyone feels valued. She reported that she brought an author of children's books, Dr. Grace Carroll, here from Oakland yesterday. Her books focus on the African-American child.*

*Vice President Hansen said he attended a meeting of the Central Kitchen Task Force recently; he thanked Member Ryan for her work on that and all others that attended and helped. He reported on a C. K. McClatchy hydration station project involving student government. There was also a community meeting for the 16<sup>th</sup> and N Street facility which had good response. Also, an LCAP and Strategic Plan community meeting for his trustee area was held that was hosted by C. K. McClatchy High School. Vice President Hansen thanked Dr. Rogers and his staff for facilitating the event. There was also a Facilities Committee Meeting that was well attended. He also reported that SCTA staff conducted a protest/picket at his place of employment last week and noted it was a poor reflection on SCTA staff and the teachers they represent. He thanked the community, staff, and Board members that contacted him afterward with their support.*

*Second Vice President Ryan said she has spent a couple afternoons shadowing teachers in the classroom recently. She said through conversations with them she has found that a big component is about feeling valued and outside of the discussion on wages. Many feel there is a disconnect between the Superintendent and Board and their school sites. She is working with the Human Resources Department to look at ways teachers can feel that their voices are being heard. She reported on the Policy Committee and said we need improvement in recruiting and retaining highly qualified teachers and in preparing students for college. There is legislation this year to introduce a loan forgiveness program, another to provide a pathway for classified staff to teaching, and another to look at providing a center for teaching collaboration, excellence, and recruitment. She also gave testimony on SB 1070 which creates a college readiness block grant for school districts across the state. Second Vice President Ryan gave more details on this block grant. She also spoke about creating a comprehensive vision for Sacramento Promise similar to other promise programs across the state.*

*Lastly, she thanked the Facilities Department staff for their work in re-opening three prior school sites. She spoke about the community programs now going on at those sites.*

*Member Rodriguez thanked Alex Visaya for bouquets of beautiful spring flowers that he gave to each Board member.*

## **12.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES**

### **12.1 2016-2017 Local Control and Accountability Plan (Draft) (Dr. Al Rogers)**

**Conference**

*Chief Strategy Officer Al Rogers and LCAP Coordinator Cathy Morrison gave a background of the LCAP, an overview of building the draft 2016-17 LCAP that showed proposed revisions and examples, opportunities for stakeholder engagement, and next steps.*

#### *Public Comment:*

*Darlene Anderson asked how unduplicated services work for the LCAP. She thought that was the intent of the LCAP, but she wonders how the school site councils are addressing the needs of remedial students. She said that failure is an option for two years and then students are given the option to move. She is concerned that there is no evidence of remedial support to engage students where they are to move them to the next grade level and said that the District needs to address the issue of failure.*

*Angie Sutherland, a parent at Hollywood Park Elementary School, gave the following suggestions for improvement: the way outreach is promoted is not clear; include targets for students with disabilities; do not script the input process; and have the school site councils decide how the funds will be used to align. She asked how goal/action 1.1f came to be.*

*Benita Ayala, a parent at Sam Brannan Middle School, has concerns that Common Core does not have anything to offer students that are non-verbal.*

*Grace Trujillo is concerned if we are actually reaching out to students and, if so, how are we reaching out.*

*Alex Visaya asked, of the 9.8 million dollars already allocated, to which schools are they allocated? And are they following the LCAP/SPSA alignment?*

#### *Board Member Comments:*

*Second Vice President Ryan spoke about some comments that she has been hearing from the community. LCAP members that are currently on the committee for a second year are expressing frustration that the second year has been more challenging than the first regarding missed/changed deadlines, getting drafts, and providing meaningful input. She said we have to do a better job of answering how this affects any particular school, classroom, and student. She had requested an extension for feedback and to dedicate a Board meeting to discussion of the LCAP. She also feels we need start planning for summer feedback from the community. She hopes foster youth is being included. She thanked Member Cochrane for being the liaison for ELAC. She asked how some specific English language learner goals in the LCAP will look at a site level. Dr. Rogers responded. Second Vice President Ryan verified that we have set some targets.*

*Member Rodriguez restated an agreement made earlier that Dr. Rogers would check with the schools in her trustee area to see what activities were being held for parents and students so that LCAP could piggyback on that. Dr. Rogers said that the principals have been very receptive.*

*Superintendent Banda reiterated that working on the LCAP and the Strategic Plan together has been a*

heavy lift and he thanked the team. He said we are building as we go along and learning from one year to the next. He was at CSBA today as part of Superintendents Advisory Council where a big part of the conversation among Superintendents throughout the state was the LCFF and LCAP process. All were asking the same questions around how to make this more user friendly. He said that eventually we will turn it into a model program for how we go about engaging our community and setting the right focus on students and making sure we have the resources to support that work.

Student Member Barry thanked the team. For stakeholder engagement, she knows they will use the Student Advisory Council (SAC) and told of a good way to get in contact with Associated Student Body (ASB) directors. She feels they would be a powerful tool to get the word out.

12.2 Approve Resolution No. 2879: Authorizing the Issuance and Negotiated Sale of Sacramento City Unified School District General Obligation Bonds (Measure Q) (Election of 2012), 2016 Series D in an Amount Not to Exceed \$14,000,000 and Related Documents and Actions (Gerardo Castillo, CPA) **Action**

Chief Business Officer Gerardo Castillo said that the presentation information is the same as that given at the last Board meeting, except for one change to the cost of issuance. Instead of \$170,000 the cost will be \$160,000. He then introduced Jeff Small of Capitol Public Finance Group and two underwriters.

*Public Comment:*

Grace Trujillo is concerned with the costs of needed building improvements and suggested selling properties while values are high rather than putting money into maintaining them.

*Board Member Comments:*

Vice President Hansen addressed Ms. Trujillo's comments and explained the complicated and time-consuming process that must be undertaken to sell District properties. He requested a list, if this Item is passed, of those that will be offered the debt so that we know it is going out to a wide variety of people and that everyone has a chance to participate in the offering.

A motion was made by Vice President Hansen and seconded by Member Arroyo to approve Item 12.2. The motion passed unanimously.

12.3 Update of 2016 Board Committee Structures (Christina Pritchett) **Conference**

President Pritchett announced the following changes: Member Cochrane is taking the place of President Pritchett on the Governance Committee, and the Facilities Committee was made a standing committee rather than ad-hoc. She asked the chair of each Board committee, Facilities, Budget, Policy, and Governance to report out on their committees once a month. A standing item will be placed on the agenda.

*Public Comment:*

None.

*Board Member Comments:*

None.

Chief Operations Officer Cathy Allen asked Special Assistant to the Board of Education Nathaniel Browning to help her present the first item, the Central Kitchen Task Force Committee Update. The second update item presented was Facilities Ad Hoc Committee recommendations for the Old Marshall and Thomas Jefferson sites. President Pritchett asked Vice President Hansen, Chair of the Facilities Committee, to report as well.

*Public Comment:*

*The following speakers spoke about the central kitchen:*

Amber Stott

Brenda Ruiz

Todd McPherson

Robyn Krock

Ben Thomas

Paul Towers

*The following speakers spoke about the Old Marshall and/or Thomas Jefferson sites:*

Grace Trujillo

Julie Murphy

Danny Yost

Pastor Jonathan Gainsbrugh

Christina Marie

President Pritchett asked for a motion to extend the meeting to 10:45 p.m. A motion was made by Member Rodriguez, and Member Woo seconded. The motion passed unanimously to extend the meeting.

*Board Member Comments:*

Member Cochrane thanked staff and those on the Facilities Committee. She noted that Second Vice President Ryan has been a champion in getting action going for a central kitchen. She explained to the speaker who asked that a decision be made tonight that for tonight this in an Information Item only. She asked if there is a call for letter of interest and someone submits an idea that is not one of the prescriptives, would they be eliminated? Ms. Allen said no, they would not. Member Cochrane asked why the committee did not consider a tick mark sale. Ms. Allen said that it did not come up, but could be added as an option. She explained that anything is an option at this point; they will word the letter of interest so that it will not disqualify anyone interested in buying. Member Cochrane asked if the Old Marshall property has been appraised. Ms. Allen said both properties were appraised about two years ago. At that time both properties were appraised at a hypothetical zero to 1.6 million. Ms. Allen explained the intent of the letter of interest.

Second Vice President Ryan thanked those that spoke in support of swapping the San Joaquin Street property for the Thomas Jefferson property. She thanked those that worked on the property analysis. She feels Member Rodriguez's suggestion at the last Board meeting to evaluate the Florin Road property was good. She feels it was helpful to do a comparison between Florin Road and San Joaquin Street properties. She noted that there would be a significant savings at San Joaquin Street and that the process would be expedited. She also spoke about the idea of leaving no child without shelter or hungry. She spoke about her tours of the two sites compared and the current facility being used. She also spoke about the lack of quality of the food currently being served as part of school lunches. She would like to see the process expedited.

*Member Rodriguez agrees that there should be a central kitchen, but noted that there is nothing on the rubric for career technical education. She is concerned that Luther Burbank High School is not given the respect it deserves when we talk about the agricultural community. She noted that the school has the space for a garden that could supply a central kitchen. She feels that the students that most need access to fresh foods in their own environment would be best served if the central kitchen is placed at the Florin Road property. She asked how many kitchens in the schools are equipped to receive fresh foods and keep them fresh. Brenda Padilla answered they all would as all new ovens and refrigerator regions have been purchased over the last three years for every site. Member Rodriguez asked how special diets would be accommodated. Ms. Padilla explained how that will be addressed.*

*President Pritchett asked for a motion to suspend the rules and extend the meeting to 11:00 p.m. A motion was made by Member Rodriguez and seconded by Second Vice President Ryan. The motion passed unanimously.*

*Member Rodriguez asked how the increase in nutrition/warehouse workers staff salary can be sustained. Ms. Padilla responded and explained how the increase would be covered. Member Rodriguez asked a question about separation of food and non-food items when trucks are serving dual use. Ms. Padilla answered. Member Rodriguez said she feels that using the Florin Road property would be the fastest track as we own the property and so would go through less of a process. She feels it is the most beneficial spot for children. Ms. Padilla gave some statistics on free and reduced lunch.*

*Member Rodriguez said she does not want to see the two properties, the Old Marshall and Thomas Jefferson sites, treated differently. If we are to ask for prescriptive measures, she wants to see the land swap item added to both properties and said before putting out the letter of interest we need a scoring system of how to evaluate the responses.*

*Vice President Hansen reminded that this is not a voting Item and a decision is not being made about where the kitchen is going; there will be plenty of opportunity for the Board to discuss the matter at length. He feels a key component is that if we do the swap only one person owns the property, and we are not being good fiscal stewards if we allow a sole source contract because the sale price could be inflated. It is in our best interest to have a lot of options on the table so that we get the best offer possible. The letter of interest is the quickest and most transparent way to do this, and he is happy to have the swap included. He also referred, regarding the sale of school property to those interested, to Education Code 17464 which explains the process.*

### **13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**

**Receive Information**

#### **13.1 Business and Financial Information:**

- **Enrollment and Attendance Report for Month 7 Ending March 18, 2016**

**Board President Pritchett received the Enrollment and Attendance Report.**

#### **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *May 19, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *June 2, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*

#### **15.0 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 11:00 p.m.*

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*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 47<sup>th</sup> Avenue at the Front Desk Counter and on the District's website at [www.scusd.edu](http://www.scusd.edu)*





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.1

**Meeting Date:** June 2, 2016

**Subject:** Commercial Sexual Exploitation of Children (CSEC)

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

**Division:** Youth Development Support Services Department

**Recommendation:** Provide a greater understanding of CSEC to the Board and the community. Highlight the work of the Sexually Exploited Children and Teens (SECT) Collaborative within SCUSD.

**Background/Rationale:** Commercial Sexual Exploitation of Children (CSEC) involves crimes of a sexual nature against minors for financial or other economic gain. The original Trafficking Victims Protection Act of 2000 defines severe forms of trafficking as “sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such as act has not attained 18 years of age”.

SCUSD has been serving CSEC (or trafficking survivors) since 2009, when a 6<sup>th</sup> grade elementary student was identified as being trafficked, and was recovered from a motel in Oakland. In response to growing community concerns, SCUSD co-founded the Sexually Exploited Children and Teens (SECT) Community Collaborative, in order to provide a comprehensive response to CSEC youth in the Sacramento area. In 2012, Students Together Reducing Exploitation and Trafficking (STREAT) Team was established to enhance youth voice to the efforts of reducing exploitation and supporting trafficking survivors.

**Financial Considerations:** None

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

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Stacey Bell, Director & Aliya Holmes, Coordinator

**Approved by:** José L. Banda, Superintendent

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016

### I. OVERVIEW / HISTORY

**Background:** Sex trafficking of minors, or Commercial Sexual Exploitation of Children (CSEC) involves crimes of a sexual nature committed against juvenile victims for financial or other economic gain and is a both domestic and international problem. The original Trafficking Victims Protection Act of 2000 defines severe forms of trafficking as “sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age”.<sup>1</sup> CSEC is a form of child abuse, and results in immediate and long term physical, mental, and emotional harm to victims and survivors. Adverse childhood experiences exhibited by CSEC include: homelessness; childhood abuse; rape; domestic violence; racism; school push out; self-harm; suicidal ideation; suicide attempts resulting in hospitalization; childhood molestation; incarceration of one or both parents; death; PTSD; chronic depression; and anxiety. Under the Youth Development Support Services (YDSS) Department, the Targeted Prevention and Intervention Unit understands the importance of safety and support for all students and acknowledges the challenges and barriers that youth face on a daily basis.

YDSS began providing services to CSEC survivors in 2009. At that time, a sixth grader from a local elementary school was identified as being trafficked to and from the Bay Area. To respond to this concern, SCUSD, UC Davis and Wind Youth Services, pulled together community partners, neighboring districts, law enforcement and governmental agencies from all over the Sacramento area and founded the Sexually Exploited Children and Teens (SECT) Community Collaborative. Shortly thereafter, SCUSD developed the SECT Program to provide direct services to CSEC within the district. In 2012 Students Together Reducing Exploitation and Trafficking (STREAT) Team was founded to ensure youth survivors and their allies had voice in all CSEC programming.

### II. GOVERNANCE

- SCUSD Local Control Accountability Plan Goals: college and career ready students; safe, clean and healthy schools and family and community engagement are met through the following:
  - Providing school placement, academic support, educational transition services & career readiness to identified students;
  - Providing social, emotional and mental health supports, or referrals, to identified students;

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<sup>1</sup> <http://www.state.gov/j/tip/laws/>

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016

- Building awareness of CSEC throughout the district;
- Engaging and supporting family members of CSEC, including training and awareness workshops for parents and foster parents.

SB 855: legislation to create programs to more comprehensively support CSEC and clarify that exploited children and children who are forced to trade sex to meet their basic needs may be served through the child welfare system as victims of child abuse and neglect.

### III. BUDGET

YDSS leverages Expanded Learning and Foster Youth funding in order to provide supports to CSEC in SCUSD. In order to enhance and sustain programming for future years additional funding must be identified through national, state, local and private funders. An Office of Juvenile Justice Delinquency Prevention grant was recently submitted to fund a formal mentoring program for CSEC within SCUSD.

### IV. GOALS, OBJECTIVES, AND MEASURES

The YDSS Targeted Prevention and Intervention Unit has identified the following goals and objectives related to CSEC:

#### Goal 1: Raise awareness within the district about issues related to sex trafficking

- Objective 1.1: Raise awareness among middle school youth
- 200 middle school age youth will receive CSEC awareness education, information and materials
- Objective 1.2: Raise awareness among SCUSD school site staff and administrators
- TPI Online Referral Form
  - Provide CSEC 101 trainings
  - Develop social media campaign within SCUSD

#### Goal 2: Identify youth that are at-risk of being trafficked and/or currently being exploited

- Objective 2.1: Share information with collaborative partners regarding CSEC youth within SCUSD
- Objective 2.2: Develop MOU/Information sharing agreement between CSEC Collaborative Partners
- Objective 2.3: Training and education for SCUSD first responders (social workers, nurses, counselors, etc.)

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016

- TPI Online Referral Form
  - CSE-IT Assessment tool to help with identification of possible at-risk or CSEC victims
- Objective 2.4: Pilot protocol for reporting/responding and supporting CSEC within SCUSD
- Objective 2.5: Work with Law Enforcement (Sac PD and Sacramento Sheriff) to identify protocol for district youth
- Objective 2.6: Track number of youth identified for CSEC to ensure streamlined service provisions
- Develop internal/confidential data tracking system for vulnerable and exposed CSEC

### Goal 3: Provide prevention and early-intervention services for young people both in group and individual settings

- Objective 3.1: Provide targeted prevention groups for middle school students (specifically targeting foster youth)
- Enhance Girls Empowered group and Go B’Nanas curriculum to include CSEC education
  - Conduct WRAP (With Respect and Passion) group on at least 1 middle school campus
- Objective 3.2: Provide 1:1 mentoring/advocacy for vulnerable and exposed youth
- Mentoring/advocacy and case management for identified youth
  - Refer youth for mental health services as needed

### Goal 4: Expand youth voice opportunities among foster youth and other at risk teens

- Objective 4.1: Expand prevention work and impact of STREAT Team
- Increase STREAT Team impact through recruitment of additional members
  - Provide stipend for STREAT Team youth leader
  - Conduct weekly or bi-weekly STREAT Team meetings
- Objective 4.2: STREAT Team provide feedback to community collaborative and other CSEC agencies as needed
- Develop best practices for youth involvement in CSEC agencies
  - STREAT Team members attend various CSEC Collaborative meeting 2x per year

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016

### Goal 5: Enhance direct services for youth who are at-risk for, or victims of CSEC

Objective 5.1: Enhance direct services for identified youth

- Youth referred to intensive case management services as needed
- Youth participate in STREAT Team activities
- Youth referred to community resources as needed
- Youth referred to mental health resources as needed

### V. MAJOR INITIATIVES

**Sexually Exploited Children and Teens (SECT) Community Collaborative:** Established in 2009, this grassroots effort to mobilize the community to address issues of commercial exploitation, has helped inform a local and statewide CSEC movement. Since the development of the Sacramento Countywide CSEC Action Team, the SECT Collaborative will be transitioning to focus specifically on collaborating to improve educational outcomes for youth in the Sacramento area.

**SECT Program:** In addition to the SECT Collaborative, the YDSS SECT program provides training, prevention education, mentoring, advocacy and other direct services to youth at risk, or currently identified as CSEC. There are currently 55 at-risk or CSEC youth that are being served within SCUSD. Of these youth, more than half have either child welfare or juvenile justice involvement; 90% are African American; 1% Caucasian; and 8% Latino/a; and 5.5% identify as LGBTQ.

Other highlights of the SECT program include:

- Training and awareness throughout the district, including providing fact sheet for parents and principals; training for nurses, social workers, counselors, etc.;
- Presented at various statewide conferences;
- Helped inform CA Child Welfare Council report <sup>2</sup>
- Created and administered WRAP (With Respect and Passion) groups in Juvenile Hall and SCUSD (American Legion);
- Collaborated with the Sacramento Sheriff's Department missing persons unit, and other law enforcement agencies, including the FBI Innocence Lost Task Force.

Students who have been victims of Commercial Sexual Exploitation (CSE) face additional challenges in the school setting. The SECT goal is to provide prevention and intervention

<sup>2</sup> [http://www.sacramentosect.org/uploads/5/0/9/5/5095098/ending-csec-a-call-for-multi-system\\_collaboration-in-ca.pdf](http://www.sacramentosect.org/uploads/5/0/9/5/5095098/ending-csec-a-call-for-multi-system_collaboration-in-ca.pdf)

## Board of Education Executive Summary

### Department Name: Youth Development Support Services



Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016

services so that no student falls through the cracks. Using trauma informed practices, all at-risk or identified CSEC victims within SCUSD have access to the following services:

**Tier I:** Advocacy; referrals to community providers; school re-entry; court advocacy; academic support;

**Tier II:** Peer mentoring; mentoring; school based support services; small group sessions;

**Tier III:** Crisis assessment; safety planning; suicide prevention; intensive case management; mental health referrals;

**STREAT Team:** STREAT Team (Students Together Reducing Exploitation And Trafficking) was founded on April 13, 2012 by three Sacramento youth activists. Their goal is to raise awareness among youth about issues related to sexual exploitation. The STREAT Team motto is “we recognized that young people are not the problem, they are the solution. STREAT Team, which is made up of both survivors and peer allies, is part of the solution.” STREAT Team events are held at specific school sites, as well as in central locations, throughout the year.

STREAT Team groups are currently being held at the following school sites:

- Rosemont High School
- Rosa Parks K-8

YDSS works collaboratively with other youth serving organizations in Sacramento to help with sharing and developing best practices that will help improve the outcomes of at-risk and victims of CSEC in Sacramento. YDSS services on several leadership committees such as the following:

**Sacramento County CSEC Action Team:** led by Presiding Judge Stacy Boulware Eurie of the Juvenile Delinquency Court, the CSEC Action Team is a partnership between Child Welfare, Juvenile Justice System and various community agencies working collectively to develop an interagency protocol that uses a multidisciplinary response for serving CSEC victims. SCUSD is an integral partner in this collaboration and has signed a participatory MOU.

**WestCoast Children’s Center - Commercially Sexually Exploited - Identification Tool (CSE-IT):** SCUSD is piloting a screening tool to identify risk level of students. This tool is post-interview measure that assesses CSEC risk factors.

**Child Welfare Council Statewide Action Team:** A statewide team designed to support implementation of SB 855 and address the holistic needs of CSEC in California.

**The California Endowment Project “No Such Thing As A Child Prostitute” :** The No Such Thing Campaign seeks to eradicate the term “child prostitute” in language and in law. SCUSD students have participated in a photo campaign and continue to be involved in this work.

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016

**Protect:** SCUSD is collaborating with three non-profit organizations in partnership with the Office of the Attorney General for the State of California, and the California Department of Education to help educators and students across the state identify and prevent instances of human trafficking through a standardized educational curriculum.

**Friday Court:** A court room designated to serve male and female CSEC in Sacramento County. SCUSD advocates for our youth within the Court and provides ongoing support and case management to Court involved district students.

### VI. RESULTS

- The SECT program continues to inform local and statewide policy and programming, as well as provide training, awareness and direct support to SCUSD students and staff;
- STREAT Team continues to provide a safe-space for CSEC and their allies, as well as provide opportunities for youth voice
- Collaboration with the Student Hearing and Placement Office regarding early identification, and appropriate placement, of CSEC; including on-going mentoring and case management of identified student;
- Collaboration with the Enrollment & Family Services Center; including intentional collaboration with the Student Attendance of Review Board (SARB);
- Piloting of CSEC screening tool within SCUSD;
- SECT/STREAT team has maintained contact with all but 3 identified CSEC since beginning case management services.
- 18 STREAT Team students have graduated from high school since 2014.
- 12 of our 18 graduates are actively pursuing or currently enrolled in secondary education. STREAT Team students are currently attending 2 and 4 year colleges locally and around the country.

### VII. LESSONS LEARNED / NEXT STEPS

- Locate additional funding for SECT/STREAT Team through local, national and private sources to enhance and expand programming;
- Expand CSEC Mentoring/Advocacy services;
- Explore feasibility of CSEC Board Policy and/or resolution;
- Continue training and awareness within SCUSD;
- Develop CSEC Tool Kit for SCUSD staff that will provide tips and strategies for engaging and supporting youth;
- Increase use of CSE-IT screening tool around the district;

## **Board of Education Executive Summary**

### **Department Name: Youth Development Support Services**

Agenda Title: Commercial Sexual Exploitation of Children (CSEC)

Date of Board Meeting: June 2, 2016



- Continue collaboration with Countywide CSEC Action Team and other School Districts through the SECT Collaborative.





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.2

**Meeting Date:** June 2, 2016

**Subject:** Approve Adoption of District Initial Proposal to Service Employee International Union Local 1021 (SEIU) Regarding the Administrators' Unit Collective Bargaining Agreement Negotiations

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

**Division:** Human Resources

**Recommendation:** Approve Adoption of District Initial Proposal to Service Employee International Union Local 1021 (SEIU).

**Background/Rationale:** Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to Approve Adoption of District Initial Proposal to Service Employee International Union Local 1021 (SEIU).

**Financial Considerations:** TBD

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

**Documents Attached:**

1. Executive Summary
2. Sunshine Proposal to Service Employee International Union Local 1021 (SEIU)

<p><b>Estimated Time of Presentation:</b> 3 minutes <b>Submitted by:</b> Cancy McArn, Chief Human Resources Officer <b>Approved by:</b> José L. Banda, Superintendent</p>
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# Board of Education Executive Summary

## Human Resource Services

### Adoption of District Initial Proposal to SEIU Regarding Collective Bargaining Agreement Negotiations

June 2, 2016 Board Meeting



#### I. OVERVIEW / HISTORY

Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of Consideration and Public Notice of the District's initial proposal to Service Employee International Union (SEIU) Local 1021.

#### II. DRIVING GOVERNANCE

Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board.

#### III. BUDGET

TBD

#### IV. GOALS, OBJECTIVES, AND MEASURES

Safe, Clean and Healthy Schools

#### V. MAJOR INITIATIVES

The District works to recruit, train, retain, and support a motivated, capable, and diverse workforce.

#### VI. RESULTS

The District intends to work with SEIU in good faith to negotiate over those items included in the District's initial proposal and any initial proposal submitted by SEIU.

#### VII. LESSONS LEARNED / NEXT STEPS

Approve the District's initial proposal.

Sunshine Proposal for 2015-16 Re-Opener

to

Service Employees International Union, Local 1021

**2015-16 Re-Opener**

Pursuant to Government Code section 3547, the Sacramento City Unified School District (“District”) hereby “sunshines” or submits the following initial proposal to the Service Employees International Union, Local 1021 (“SEIU”).

**1. Article 6 – Compensation**

The District has an interest in considering modifications to Article 6 to enable the District to continue to offer competitive salaries to its classified employees while maintaining a sustainable budget and fiscal solvency.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.3

**Meeting Date:** June 2, 2016

**Subject:** Approve Adoption of District Initial Proposal to Classified Supervisor Association (CSA) Regarding the Administrators' Unit Collective Bargaining Agreement Negotiations

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

**Division:** Human Resources

**Recommendation:** Approve Adoption of District Initial Proposal to Classified Supervisor Association (CSA).

**Background/Rationale:** Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to Approve Adoption of District Initial Proposal to Classified Supervisor Association (CSA).

**Financial Considerations:** TBD

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

**Documents Attached:**

1. Executive Summary
2. Sunshine Proposal to Classified Supervisor Association (CSA)

<p><b>Estimated Time of Presentation:</b> 3 minutes</p> <p><b>Submitted by:</b> Cancy McArn, Chief Human Resources Officer</p> <p><b>Approved by:</b> José L. Banda, Superintendent</p>
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# Board of Education Executive Summary

## Human Resource Services

### Adoption of District Initial Proposal to CSA Regarding Collective Bargaining Agreement Negotiations

June 2, 2016 Board Meeting



#### **I. OVERVIEW / HISTORY**

Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of Consideration and Public Notice of the District's initial proposal to Classified Supervisor Association (CSA).

#### **II. DRIVING GOVERNANCE**

Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board.

#### **III. BUDGET**

TBD

#### **IV. GOALS, OBJECTIVES, AND MEASURES**

Safe, Clean and Healthy Schools

#### **V. MAJOR INITIATIVES**

The District works to recruit, train, retain, and support a motivated, capable, and diverse workforce.

#### **VI. RESULTS**

The District intends to work with CSA in good faith to negotiate over those items included in the District's initial proposal and any initial proposal submitted by CSA.

#### **VII. LESSONS LEARNED / NEXT STEPS**

Approve the District's initial proposal.

Sunshine Proposal for 2015-16 Re-Opener

to

Classified Supervisors Association

**2015-16 Re-Opener**

Pursuant to Government Code section 3547, the Sacramento City Unified School District (“District”) hereby “sunshines” or submits the following initial proposal to the Classified Supervisors Association (“CSA”).

**1. Article 6 – Compensation**

The District has an interest in considering modifications to Article 6 to enable the District to continue to offer competitive salaries to its classified employees while maintaining a sustainable budget and fiscal solvency.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 13.4

**Meeting Date:** June 2, 2016

**Subject:** Approve Adoption of District Initial Proposal to Teamsters Local 150  
Regarding the Administrators' Unit Collective Bargaining Agreement  
Negotiations

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

**Division:** Human Resources

**Recommendation:** Approve Adoption of District Initial Proposal to Teamsters  
Local 150.

**Background/Rationale:** Under the Educational Employment Relations Act (EERA),  
the District and employee organizations shall publicly present their initial proposals  
related to collective bargaining, which shall thereafter be public records (Government  
Code § 3547). The purpose of this item is to Approve Adoption of District Initial  
Proposal to Teamsters Local 150.

**Financial Considerations:** TBD

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

**Documents Attached:**

1. Executive Summary
2. Sunshine Proposal to Teamsters Local 150

<p><b>Estimated Time of Presentation:</b> 3 minutes <b>Submitted by:</b> Cancy McArn, Chief Human Resources Officer <b>Approved by:</b> José L. Banda, Superintendent</p>
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# Board of Education Executive Summary

## Human Resource Services

### Adoption of District Initial Proposal to Teamsters Local 150 Regarding Collective Bargaining Agreement Negotiations

June 2, 2016 Board Meeting



#### I. OVERVIEW / HISTORY

Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of Consideration and Public Notice of the District's initial proposal to Teamsters Local 150.

#### II. DRIVING GOVERNANCE

Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board.

#### III. BUDGET

TBD

#### IV. GOALS, OBJECTIVES, AND MEASURES

Safe, Clean and Healthy Schools

#### V. MAJOR INITIATIVES

The District works to recruit, train, retain, and support a motivated, capable, and diverse workforce.

#### VI. RESULTS

The District intends to work with Teamsters Local 150 in good faith to negotiate over those items included in the District's initial proposal and any initial proposal submitted by Teamsters Local 150.

#### VII. LESSONS LEARNED / NEXT STEPS

Approve the District's initial proposal.



Sunshine Proposal for 2015-16 Re-Opener

to

Teamsters Union, Local 150

**2015-16 Re-Opener**

Pursuant to Government Code section 3547, the Sacramento City Unified School District (“District”) hereby “sunshines” or submits the following initial proposal to the Teamsters Union, Local 150 (“TEAMSTERS”).

**1. Article 6 – Compensation**

The District has an interest in considering modifications to Article 6 to enable the District to continue to offer competitive salaries to its classified employees while maintaining a sustainable budget and fiscal solvency.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 14.1

**Meeting Date:** June 2, 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:**

- Enrollment and Attendance Report for Month 8 Ending April 22, 2016

**Financial Considerations:** Reflects standard business information.

**LCAP Goal(s):** Family and Community Engagement; College and Career Ready Students

**Documents Attached:**

1. Enrollment and Attendance Report for Month 8 Ending April 22, 2016

**Estimated Time:** N/A

**Submitted by:** Gerardo Castillo, CPA, Chief Business Officer

**Approved by:** José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
 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 /142 2015-2016	PERCENTAGE 2015-2016
Abraham Lincoln Elementary	66	195	188	0	449	95.31%	423.29	94.96%	
Alice Birney Waldorf-Inspired K8	90	186	186	0	462	96.33%	446.42	95.85%	
Bret Harte Elementary	28	111	134	31	304	93.78%	291.74	94.23%	
Caleb Greenwood	81	220	167	10	478	95.49%	455.51	95.92%	
Camellia Basic Elementary	87	168	188	11	454	97.53%	446.14	97.80%	
Capital City School	5	16	40	0	61	97.48%	47.87	96.82%	
Caroline Wenzel Elementary	28	86	120	55	289	94.74%	270.17	95.08%	
Cesar Chavez ES	0	0	360	15	375	94.58%	341.73	95.59%	
Crocker/Riverside Elementary	87	257	293	0	637	97.21%	611.39	96.60%	
David Lubin Elementary	83	215	229	32	559	94.48%	531.37	94.99%	
Earl Warren Elementary	56	185	235	14	490	96.97%	474.48	96.86%	
Edward Kemble Elementary	144	398	0	12	554	93.87%	514.23	94.40%	
Elder Creek Elementary	110	321	356	0	787	95.76%	751.13	96.23%	
Ethel I Baker Elementary	115	310	335	0	760	93.94%	718.32	94.61%	
Ethel Phillips Elementary	69	242	215	27	553	93.61%	524.17	94.62%	
Father Keith B Kenny K-8 School	72	167	155	0	394	93.50%	366.38	93.95%	
Genevieve Didion Elementary	60	194	253	14	521	97.39%	508.89	97.02%	
Golden Empire Elementary	80	240	256	15	591	96.80%	568.73	96.86%	
H W Harkness Elementary	80	141	129	16	366	95.00%	348.09	95.27%	
Hollywood Park Elementary	51	130	125	39	345	95.77%	335.47	95.42%	
Home/Hospital	8	13	27	9	57	100.00%	20.42	100.00%	
Hubert H. Bancroft Elementary	80	186	207	29	502	94.55%	468.34	94.87%	
Isador Cohen Elementary	30	97	102	11	240	95.14%	214.92	94.21%	
James W Marshall Elementary	59	155	163	26	403	95.95%	387.71	95.96%	
John Bidwell Elementary	51	152	158	15	376	95.30%	358.43	96.32%	
John Cabrillo Elementary	38	142	140	53	373	93.94%	357.99	94.57%	
John D Sloat Elementary	30	85	97	22	234	95.42%	220.32	95.37%	
John H. Still K-8	97	288	271	0	656	94.19%	614.25	94.90%	
John Morse Therapeutic Center	0	0	0	41	41	92.83%	37.44	94.54%	
Leataata Floyd Elementary	57	153	118	21	349	92.99%	331.61	93.80%	
Leonardo da Vinci K - 8 School	111	268	276	37	692	96.70%	675.35	96.76%	
Mark Twain Elementary	47	121	157	25	350	95.24%	332.20	95.80%	
Martin Luther King Jr Elementary	48	138	168	40	394	92.98%	374.80	94.76%	
Matsuyama Elementary	87	269	280	9	645	96.38%	627.92	96.44%	
Nicholas Elementary	84	272	258	26	640	95.27%	619.82	95.29%	
O W Erlewine Elementary	34	129	142	16	321	95.29%	312.94	96.21%	
Oak Ridge Elementary	87	231	230	11	559	94.21%	543.78	94.97%	
Pacific Elementary	107	322	266	0	695	95.31%	661.64	95.30%	
Parkway Elementary School	87	244	229	35	595	92.65%	554.23	93.80%	
Peter Burnett Elementary	62	232	287	25	606	95.02%	583.93	95.74%	
Phoebe A Hearst Elementary	84	265	289	0	638	97.02%	620.77	96.95%	
Pony Express Elementary	48	167	207	13	435	95.62%	414.44	96.03%	
Rosa Parks K-8 School	53	137	177	14	381	93.98%	365.46	94.78%	
Sequoia Elementary	58	206	229	10	503	96.27%	472.09	96.23%	
Success Academy K-8	0	0	10	0	10	84.51%	8.54	89.31%	
Susan B Anthony Elementary	67	136	110	0	313	96.66%	300.13	96.76%	
Sutterville Elementary	81	219	277	7	584	96.17%	555.87	96.08%	
Tahoe Elementary	35	149	128	27	339	94.93%	311.81	94.62%	
Theodore Judah Elementary	109	257	228	20	614	95.66%	571.30	95.42%	
William Land Elementary	73	223	164	0	460	96.56%	439.03	96.56%	
Woodbine Elementary	29	119	141	19	308	95.39%	299.56	95.33%	
<b>TOTAL ELEMENTARY SCHOOLS</b>	<b>3,280</b>	<b>9,295</b>	<b>9,631</b>	<b>868</b>	<b>23,074</b>	<b>95.30%</b>	<b>21,948.65</b>	<b>95.58%</b>	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
 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/142	PERCENTAGE 2015-2016
							2015-2016	
A M Winn Elementary K-8 Waldorf	21	8	29	0	29	94.66%	27.17	94.37%
Albert Einstein MS	333	362	695	38	733	95.86%	710.25	95.97%
Alice Birney Waldorf-Inspired K8	61	53	114	0	114	95.39%	109.59	95.28%
California MS	418	399	817	21	838	95.85%	810.35	95.99%
Capital City School	24	28	52	0	52	94.71%	30.87	93.50%
Father Keith B Kenny K-8 School	21	21	42	0	42	94.41%	42.89	95.34%
Fern Bacon MS	366	343	709	18	727	95.46%	707.33	95.94%
Genevieve Didion Elementary	55	59	114	0	114	97.82%	108.06	97.47%
Home/Hospital	8	6	14	4	18	100.00%	4.80	100.00%
John H. Still K-8	125	114	239	23	262	95.81%	252.29	96.00%
John Morse Therapeutic Center	0	0	0	15	15	84.77%	13.45	89.63%
Kit Carson MS	149	124	273	33	306	93.11%	282.67	94.37%
Leonardo da Vinci K - 8 School	69	54	123	14	137	96.20%	133.05	96.68%
Martin Luther King Jr Elementary	37	49	86	0	86	93.85%	84.18	95.33%
Rosa Parks K-8 School	180	199	379	35	414	94.01%	410.32	94.80%
Sam Brannan MS	245	240	485	47	532	95.66%	513.15	95.86%
School of Engineering and Science	124	129	253	0	253	96.90%	248.94	97.48%
Success Academy K-8	9	12	21	0	21	81.90%	9.10	83.90%
Sutter MS	578	566	1144	37	1181	97.16%	1157.39	97.02%
Will C Wood MS	305	325	630	27	657	95.67%	633.75	96.33%
<b>TOTAL MIDDLE SCHOOLS</b>	<b>3,128</b>	<b>3,091</b>	<b>6,219</b>	<b>312</b>	<b>6,531</b>	<b>95.73%</b>	<b>6,289.61</b>	<b>96.06%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
 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/142 2015-2016	PERCENTAGE 2015-2016
American Legion HS	282	0	0	0	0	0	0	282	79.25%	209.14	79.43%
Arthur A. Benjamin Health Prof	0	53	52	40	42	187	16	203	91.84%	196.92	92.45%
C K McClatchy HS	0	543	547	513	479	2082	80	2162	95.47%	2062.82	95.65%
Capital City School	0	44	95	117	136	392	3	395	80.87%	282.17	82.57%
Hiram W Johnson HS	0	359	346	318	295	1318	164	1482	93.43%	1348.63	93.70%
Home/Hospital	0	7	9	5	9	30	14	44	100.00%	23.37	100.00%
John F Kennedy HS	0	582	473	494	495	2044	96	2140	96.21%	2056.56	96.52%
Kit Carson MS	0	50	41	0	0	91	0	91	95.02%	89.42	95.20%
Luther Burbank HS	0	410	402	371	325	1508	155	1663	90.72%	1529.69	92.38%
Rosemont HS	0	345	314	257	283	1199	93	1292	94.73%	1230.88	94.83%
School of Engineering and Science	0	89	70	54	46	259	0	259	97.62%	262.89	97.22%
The Academy	0	5	24	0	0	29	0	29	81.36%	17.35	84.59%
West Campus HS	0	216	229	201	197	843	0	843	96.39%	825.41	97.28%
<b>TOTAL HIGH SCHOOLS</b>	<b>282</b>	<b>2,703</b>	<b>2,602</b>	<b>2,370</b>	<b>2,307</b>	<b>9,982</b>	<b>621</b>	<b>10,885</b>	<b>93.58%</b>	<b>10,135.25</b>	<b>94.22%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH-END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2015-2016 Actual Attendance	Cum Attd Days/142 2015-2016	PERCENTAGE 2015-2016
ELEMENTARY	23,074	95.30%	21,949	95.58%
MIDDLE	6,531	95.73%	6,290	96.06%
HIGH SCHOOL	10,885	93.58%	10,135	94.22%
<b>TOTAL ALL DISTRICT SEGMENTS</b>	<b>40,490</b>	<b>94.92%</b>	<b>38,375</b>	<b>95.30%</b>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
ENROLLMENT AND ATTENDANCE REPORT  
MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
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	72	203	187	0	0	12	474	95.82%	471.37	96.13%
Bowling Green-Chacon	56	155	154	0	0	0	365	97.78%	352.81	97.03%
George W. Carver SAS	0	0	0	0	280	10	290	94.29%	291.51	95.88%
New Joseph Bonnheim Charter	35	140	87	0	0	0	262	95.08%	244.39	95.51%
New Tech High	0	0	0	0	218	7	225	95.31%	221.66	95.31%
The Met High School	0	0	0	0	279	1	280	98.43%	286.40	97.89%
<b>TOTAL DEPENDENT CHARTER SCHOOLS</b>	<b>163</b>	<b>498</b>	<b>428</b>	<b>-</b>	<b>777</b>	<b>30</b>	<b>1,896</b>	<b>96.30%</b>	<b>1,868.14</b>	<b>96.36%</b>

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	131	111	41			327	95.66%	315.53	95.28%
Capitol Collegiate Academy	70	140	40				250	90.93%	239.02	94.02%
Aspire Capitol Heights Academy	47	140	112				299	95.18%	283.30	95.98%
Language Academy	85	197	177	82			541	96.75%	524.23	97.00%
Oak Park Prep				117			117	95.92%	117.05	96.95%
PS 7 Elementary	63	148	198	145			554	94.44%	552.33	94.57%
Sacramento Charter HS					844		844	95.26%	877.07	95.21%
Sol Aureus College Preparatory	49	149	70	41			309	91.25%	267.50	87.65%
Yav Pem Suab Academy	62	185	178				425	95.93%	410.96	96.86%
<b>TOTAL INDEPENDENT CHARTER SCHOOLS</b>	<b>420</b>	<b>1,090</b>	<b>886</b>	<b>426</b>	<b>844</b>	<b>-</b>	<b>3,666</b>	<b>94.59%</b>	<b>3,586.99</b>	<b>94.84%</b>

<b>TOTAL CHARTER SCHOOLS</b>	<b>583</b>	<b>1,588</b>	<b>1,314</b>	<b>426</b>	<b>1,621</b>	<b>30</b>	<b>5,562</b>	<b>95.44%</b>	<b>5,455.13</b>	<b>95.60%</b>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2015-16 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	661		26,790.00	26,790.00		370.85	370.85
Charles A. Jones Career & Education Center	794		44,800.00	44,800.00		718.41	718.41
<b>TOTAL ADULT EDUCATION</b>	<b>1,455</b>		<b>71,590.00</b>	<b>71,590.00</b>		<b>1089.26</b>	<b>1089.26</b>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 ENROLLMENT AND ATTENDANCE REPORT  
 MONTH 8, ENDING FRIDAY, APRIL 22, 2016  
 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	47	50	40	48	54	44	33	316
Abraham Lincoln Elementary	66	65	68	62	68	62	58	449
Alice Birney Waldorf-Inspired K8	90	62	63	61	64	61	61	462
Bret Harte Elementary	28	35	32	44	45	47	42	273
Caleb Greenwood	81	86	66	68	58	57	52	468
Camellia Basic Elementary	87	53	56	59	59	72	57	443
Capital City School	5	5	6	5	7	14	19	61
Caroline Wenzel Elementary	28	35	28	23	52	36	32	234
Cesar Chavez ES	0	0	0	0	141	103	116	360
Crocker/Riverside Elementary	87	87	83	87	99	97	97	637
David Lubin Elementary	83	52	79	84	77	70	82	527
Earl Warren Elementary	56	56	65	64	74	83	78	476
Edward Kemble Elementary	144	146	111	141	0	0	0	542
Elder Creek Elementary	110	105	108	108	119	117	120	787
Ethel I Baker Elementary	115	95	99	116	111	105	119	760
Ethel Phillips Elementary	69	82	77	83	67	81	67	526
Father Keith B Kenny K-8 School	72	64	54	49	63	43	49	394
Genevieve Didion Elementary	60	74	62	58	81	77	95	507
Golden Empire Elementary	80	79	80	81	91	87	78	576
H W Harkness Elementary	80	52	40	49	48	48	33	350
Hollywood Park Elementary	51	46	39	45	31	51	43	306
Home/Hospital	8	7	2	4	10	10	7	48
Hubert H. Bancroft Elementary	80	54	62	70	63	80	64	473
Isador Cohen Elementary	30	29	35	33	31	37	34	229
James W Marshall Elementary	59	51	50	54	66	54	43	377
John Bidwell Elementary	51	47	51	54	44	62	52	361
John Cabrillo Elementary	38	45	52	45	46	51	43	320
John D Sloat Elementary	30	21	40	24	37	32	28	212
John H. Still K-8	97	98	91	99	93	84	94	656
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	57	57	46	50	45	42	31	328
Leonardo da Vinci K - 8 School	111	90	88	90	92	89	95	655
Mark Twain Elementary	47	37	40	44	57	45	55	325
Martin Luther King Jr Elementary	48	33	52	53	65	44	59	354
Matsuyama Elementary	87	83	93	93	95	87	98	636
Nicholas Elementary	84	84	80	108	97	81	80	614
O W Erlewine Elementary	34	42	45	42	45	52	45	305
Oak Ridge Elementary	87	77	78	76	75	79	76	548
Pacific Elementary	107	109	104	109	86	96	84	695
Parkway Elementary School	87	96	70	78	83	82	64	560
Peter Burnett Elementary	62	79	79	74	103	90	94	581
Phoebe A Hearst Elementary	84	87	92	86	98	97	94	638
Pony Express Elementary	48	59	53	55	74	70	63	422
Rosa Parks K-8 School	53	42	50	45	65	56	56	367
Sequoia Elementary	58	63	58	85	90	73	66	493
Success Academy K-8	0	0	0	0	1	4	5	10
Susan B Anthony Elementary	67	54	36	46	47	36	27	313
Sutterville Elementary	81	81	55	83	94	88	95	577
Tahoe Elementary	35	48	41	60	44	41	43	312
Theodore Judah Elementary	109	84	84	89	80	77	71	594
William Land Elementary	73	68	85	70	69	49	46	460
Woodbine Elementary	29	38	38	43	46	47	48	289
<b>TOTAL</b>	<b>3,280</b>	<b>3,092</b>	<b>3,006</b>	<b>3,197</b>	<b>3,350</b>	<b>3,190</b>	<b>3,091</b>	<b>22,206</b>

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ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	332	2446	44885	47331	94.83%
Abraham Lincoln Elementary	449	3188	60107	63295	94.96%
Alice Birney Waldorf-Inspired K8	462	2743	63391	66134	95.85%
Bret Harte Elementary	304	2537	41427	43964	94.23%
Caleb Greenwood	478	2754	64682	67436	95.92%
Camellia Basic Elementary	454	1425	63352	64777	97.80%
Capital City School	61	223	6797	7020	96.82%
Caroline Wenzel Elementary	289	1987	38364	40351	95.08%
Cesar Chavez ES	375	2239	48525	50764	95.59%
Crocker/Riverside Elementary	637	3057	86817	89874	96.60%
David Lubin Elementary	559	3978	75455	79433	94.99%
Earl Warren Elementary	490	2187	67376	69563	96.86%
Edward Kemble Elementary	554	4332	73021	77353	94.40%
Elder Creek Elementary	787	4181	106661	110842	96.23%
Ethel I Baker Elementary	760	5815	102002	107817	94.61%
Ethel Phillips Elementary	553	4235	74432	78667	94.62%
Father Keith B Kenny K-8 School	394	3352	52026	55378	93.95%
Genevieve Didion Elementary	521	2218	72262	74480	97.02%
Golden Empire Elementary	591	2614	80759	83373	96.86%
H W Harkness Elementary	366	2454	49429	51883	95.27%
Hollywood Park Elementary	345	2289	47637	49926	95.42%
Home/Hospital	57	0	20.42	20.42	100.00%
Hubert H. Bancroft Elementary	502	3599	66504	70103	94.87%
Isador Cohen Elementary	240	1876	30519	32395	94.21%
James W Marshall Elementary	403	2316	55055	57371	95.96%
John Bidwell Elementary	376	1942	50897	52839	96.32%
John Cabrillo Elementary	373	2919	50834	53753	94.57%
John D Sloat Elementary	234	1518	31286	32804	95.37%
John H. Still K-8	656	4689	87224	91913	94.90%
John Morse Therapeutic Center	41	307	5317	5624	94.54%
Leataata Floyd Elementary	349	3113	47088	50201	93.80%
Leonardo da Vinci K - 8 School	692	3209	95899	99108	96.76%
Mark Twain Elementary	350	2068	47173	49241	95.80%
Martin Luther King Jr Elementary	394	2941	53222	56163	94.76%
Matsuyama Elementary	645	3291	89165	92456	96.44%
Nicholas Elementary	640	4347	88015	92362	95.29%
O W Erlewine Elementary	321	1751	44438	46189	96.21%
Oak Ridge Elementary	559	4092	77217	81309	94.97%
Pacific Elementary	695	4631	93953	98584	95.30%
Parkway Elementary School	595	5200	78700	83900	93.80%
Peter Burnett Elementary	606	3687	82918	86605	95.74%
Phoebe A Hearst Elementary	638	2773	88149	90922	96.95%
Pony Express Elementary	435	2435	58851	61286	96.03%
Rosa Parks K-8 School	381	2857	51895	54752	94.78%
Sequoia Elementary	503	2627	67037	69664	96.23%
Success Academy K-8	10	145	1212	1357	89.31%
Susan B Anthony Elementary	313	1426	42619	44045	96.76%
Sutterville Elementary	584	3219	78933	82152	96.08%
Tahoe Elementary	339	2518	44277	46795	94.62%
Theodore Judah Elementary	614	3894	81124	85018	95.42%
William Land Elementary	460	2224	62342	64566	96.56%
Woodbine Elementary	308	2082	42538	44620	95.33%
<b>TOTAL</b>	<b>23,074</b>	<b>143,950</b>	<b>3,113,828</b>	<b>3,257,778</b>	<b>95.58%</b>

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MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	29	230	3858	4088	94.37%
Albert Einstein MS	733	4230	100855	105085	95.97%
Alice Birney Waldorf-Inspired K8	114	771	15562	16333	95.28%
California MS	838	4801	115070	119871	95.99%
Capital City School	52	305	4384	4689	93.50%
Father Keith B Kenny K-8 School	42	298	6090	6388	95.34%
Fern Bacon MS	727	4254	100441	104695	95.94%
Genevieve Didion Elementary	114	399	15345	15744	97.47%
Home/Hospital	18	0	4.8	4.8	100.00%
John H. Still K-8	262	1492	35825	37317	96.00%
John Morse Therapeutic Center	15	221	1910	2131	89.63%
Kit Carson MS	306	2396	40139	42535	94.37%
Leonardo da Vinci K - 8 School	137	649	18893	19542	96.68%
Martin Luther King Jr Elementary	86	585	11954	12539	95.33%
Rosa Parks K-8 School	414	3197	58266	61463	94.80%
Sam Brannan MS	532	3148	72867	76015	95.86%
School of Engineering and Science	253	914	35349	36263	97.48%
Success Academy K-8	21	248	1292	1540	83.90%
Sutter MS	1181	5051	164350	169401	97.02%
Will C Wood MS	657	3430	89993	93423	96.33%
<b>TOTAL</b>	<b>6,531</b>	<b>36,619</b>	<b>892,448</b>	<b>929,067</b>	<b>96.06%</b>

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HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	282	7692	29698	37390	79.43%
Arthur A. Benjamin Health Prof	203	2284	27963	30247	92.45%
C K McClatchy HS	2162	13319	292920	306239	95.65%
Capital City School	395	8457	40068	48525	82.57%
Hiram W Johnson HS	1482	12878	191506	204384	93.70%
Home/Hospital	44	0	23.37	23.37	100.00%
John F Kennedy HS	2140	10524	292031	302555	96.52%
Kit Carson MS	91	640	12698	13338	95.20%
Luther Burbank HS	1663	17929	217216	235145	92.38%
Rosemont HS	1292	9526	174785	184311	94.83%
School of Engineering and Science	259	1066	37330	38396	97.22%
The Academy	29	449	2464	2913	84.59%
West Campus HS	843	3280	117208	120488	97.28%
<b>TOTAL</b>	<b>10,885</b>	<b>88,044</b>	<b>1,435,910</b>	<b>1,523,954</b>	<b>94.22%</b>

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
<b>TOTAL ALL SCHOOLS</b>	<b>40,490</b>	<b>268,613</b>	<b>5,442,187</b>	<b>5,710,800</b>	<b>95.30%</b>