



APPROVED

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1p

Meeting Date: July 16, 2015

Subject: Approve Minutes of the June 4, 2015, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the June 4, 2015, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the June 4, 2015, Board of Education Regular Meeting

Estimated Time of Presentation: N/A Submitted by: José L. Banda, Superintendent Approved by: N/A
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Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, June 4, 2015

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2014/15-25

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:37 p.m. by President Woo, and roll was taken.

Members Present:

*President Darrel Woo
Second Vice President Jay Hansen
Ellen Cochrane
Diana Rodriguez
Jessie Ryan (left at 11:03 p.m.)*

Members Absent:

*Vice President Christina Pritchett
Gustavo Arroyo (arrived at 8:05 p.m.)*

A quorum was reached.

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

No Public Comment was requested on Closed Session items, and the Board retired to Closed Session.

3.0 CLOSED SESSION

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

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

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9*
- b) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9*
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management*
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) *Superintendent*
- 3.5 *2015 California High School Exit Examination (CAHSEE) Waivers for Graduation Approval (Robin Martin)*
- 3.6 *Government Code 54957 – Public Employee Appointment*
 - a) *Chief Strategy Officer*
 - b) *Principal, Ethel I. Baker Elementary School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:40 p.m. by President Woo.

Members Present:

President Darrel Woo

Second Vice President Jay Hansen

Ellen Cochrane

Diana Rodriguez

Jessie Ryan (left at 11:03 p.m.)

Student Member Asami Saito

Members Absent:

Vice President Christina Pritchett

Gustavo Arroyo (arrived at 8:05 p.m.)

The Pledge of Allegiance was led by five students from American Legion High School, Tanner Michael-Bond, an Eleventh grade student, and Zack Jones, Jason Howard, Manual Trevino, Jr., and Bee Vang, all Twelfth grade students.

After the pledge, President Woo took Item 7.1, Approve Resolution No. 2846: Resolution to Recognize American Legion High School Students for Their Exemplary Effort to Raise HIV/AIDS Awareness, out of Order. Member Ryan moved to approve Resolution No. 2846. It was seconded by all Board members present and passed unanimously.

Member Ryan recognized the achievement of the students, read Resolution 2846, and presented Certificates of Appreciation.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None.

6.0 AGENDA ADOPTION

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

7.0 SPECIAL PRESENTATION

- 7.1** *Approve Resolution No. 2846: Resolution to Recognize American Legion High School Students for Their Exemplary Effort to Raise HIV/AIDS Awareness (Jessie Ryan)* **Action**

Item was moved to Item 4.0 and heard directly after the Pledge.

Public Comment:

None.

- 7.2** *Recognition of SCUSD Gifted and Talented Education (GATE) Certificated Teachers (Stephanie Shaughnessy)*

GATE Coordinator Stephanie Shaughnessy thanked the Board for the opportunity to recognize the dedication and commitment of the teachers that have completed an in-depth series of professional learning in Gifted Education. District Resource Teacher Kari Hanson-Smith told more about the Gate Certificate program and presented awards to the following teachers: Katherine Redcher Bowling of Camillia Basic Elementary, and Ann Go and Feifei Xie of William Land Elementary. Tiffany Lo of Pony Express Elementary and Chanh Yip Tek of William Land Elementary also received awards but were not able to be present.

- 7.3** *2014-2015 Teacher of the Year (Cancy McArn and Nikki Milevsky)*

Cancy McArn and Nikki Milevsky presented the awards for Teacher of the Year. Parents, students, and staff nominated 27 teachers. Each person on the list was asked to describe their teaching philosophy and illustrate how they are ensuring that all students are learning. The teacher of the year selection committee then selected two for the award from the written responses. The committee included Teacher of the Year Jennifer Ellerman, retired teacher Sandy Olson, Sequoia Principal Cindy Hollander, Crocker/Riverside Principal Daniel McCord, H. W. Harkness parent Tamika Pharr, Employee Relations Director Cindy Nguyen, and Human Resources Director Tiffany Smith-Simmons. Six candidates were then interviewed and observed in the classrooms. The final two teachers are then selected to represent the District at the Sacramento Teacher of the Year Program. Those teachers are Stephanie Smith and Elizabeth Villanueva. Ms. Smith teaches Third grade at Oak Ridge Elementary School and Ms. Villanueva teaches Spanish at Luther Burbank High School. Ms. Milevsky then spoke on their backgrounds and daily philosophies. The awards were presented and Ms. Smith and Ms. Villanueva spoke.

- 7.4** *2015 Classified Champions (Cancy McArn, Malinda Chambers, and Brian Delavan)*

SEIU President Malinda Chambers and Teamsters President Brian Delavan joined Chief Human Resources Officer Cancy McArn to present the awards. The employees were nominated by peers, parents, students, and administrators based on their "beyond the call of duty" service and commitment to students. The nomination committee received 19 nominations. Of those the following ten were selected: Oak Park Elementary Office Manager Suzette Groetsema, Kit Carson Attendance Technician Martha Ortega, Camellia Basic Instructional Aide Karen

Redmond, John Bidwell Elementary Clerk Adriana O'Campo, C. K. McClatchy High School Parent Advisor Jose Verdin, Luther Burbank High School Instructional Aide Avelina Navarro, Rosa Parks K-8 Instructional Aide Gabriel Ortiz, Luther Burbank High School Instructional Aide Dawna Manning, Sam Brannan Middle School Plant Manager Angel Lopez, and Health Professions High School Campus Monitor Eric Wilbert. Awards were presented.

8.0 PUBLIC COMMENT

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

Darlene Anderson spoke about a parent with a student at John F. Kennedy high school that she has been trying to help. She feels there are issues with students coming to the school not at grade level. The student has been failing all year. Ms. Anderson met with a counselor at the school who told her they have no remedial programs for reading once the students are there. Ms. Anderson is concerned and said that the LCAP and Single Plan for Student Achievement should be addressing the issues of how support is provided and direct targeted assistance for students who come to high school not prepared. Ms. Anderson asked the counselor what could be done as the student did not receive credit all year. The counselor told her that there is nothing that can be done. Although there is the AVENTA program, it is not available for students who are in Ninth grade and failing this year. She has concerns with accountability in the District. She hopes that the Board will hold people accountable to ensure that students are learning and that their growth is measured. She mentioned filing a civil complaint with the Office for Civil Rights.

Laurie Litman, with 350 Sacramento, asked the Board to take action on a matter of dangerous oil trains that are coming through Sacramento. She showed pictures and information on the overhead projector. Seventeen schools and approximately 13,000 students are within the blast zone of the rail tracks that could be carrying oil. Several California refineries are in the process of getting permits to import toxic and flammable oil. If all the permits are allowed there could be seven to eight trains coming through Sacramento every day in a few years.

Ashley Pierson, also with 350 Sacramento, gave more information on the oil and highlighted facts given in a handout to the Board.

Ryan Heater spoke on his concerns regarding oil trains.

Chris Brown, with 350 Sacramento, spoke on his concerns regarding oil trains and a sample resolution that was given to the Board.

9.0 PUBLIC HEARING

9.1 Continuous Improvement of Special Education Services: 2015-2016 Annual Service Plan and Annual Budget Plan (Dr. Olivine Roberts and Becky Bryant)

Conference

Dr. Olivine Roberts and Becky Bryant presented. They gave a program overview, presented the 2014-15 Annual Service and Budget Plan, highlighted next steps moving forward, and requested the public hearing be conducted.

Public Comment:

Darlene Anderson has concerns that students are not identified early and that there is zero tolerance in the African American community. The District has the ability to use the hearing office to move kids to minimum day or some other type of punishment. She has concerns with the crisis of students being a few grade levels

behind. She knows what happens with the RSP students, but does not know what happens in the SDC classes, and this concerns her.

President Woo noted that we had closed the Conference and are now in Public Hearing. Ms. Anderson's comments are for the Public Hearing.

Nikki Milevsky, President of the Sacramento City Teachers Association, stated that there was a similar presentation last year. That presentation showed that in 2014 Elk Grove had 707 initial referrals for 63,000 students. We had almost the same number of referrals for only 43,000 students. Last year the elected Board and Interim Superintendent had some discussion regarding the dramatic differences in the Special Education numbers. She followed up with a long e-mail explaining the history of the Elk Grove School District systematic early intervention. She summarized this history. They have what is now the current national model for intervention for front loaded supports. They created an environment where labeling a student as disabled and in need of Special Education was a last resort. In an SCTA survey of teachers last year, they asked what they thought would be the best use of the additional LCFF dollars to further students' learning. Early Intervention was ranked very high, second only to class size reduction.

Angie Sutherland, a parent at Hollywood Park Elementary, thanked the Special Education department for all that they do and gave suggestions for the Annual Plan. It lists a focus on two of the LCAP goals, and she feels there should be goals for the School Climate goal also. She is glad to see work toward increasing inclusive practices program and to get more support for teachers. Transition planning is another goal; she feels it needs to start as early as possible and no later than middle school. Another initiative is to increase communication with families which is a welcome goal. She would like to see the goals have action steps and a plan that will be shared. She gave the Board a handout about her daughter's experience in Special Education.

Terrence Gladney thanked Ms. Sutherland and Ms. Anderson for their comments. He is a parent at John Cabrillo Elementary and is happy that Special Education students are not seen as that but as part of the school community; they are included in all activities. He has noticed however that sometimes a student will be transferred because specific service is not offered. Then the sense of community built over one or two years is lost. He asks that we explore how to make all services offered at all campuses. He spoke of his son's experience in Speech at Caroline Wenzel.

Board Member Comments:

Member Ryan thanked Ms. Bryant and Dr. Roberts for acknowledging a data request she sent out. She shared a meeting she had with Member Cochrane and Special Education parents. She echoed Ms. Milevsky's comments regarding front loading student supports. She hopes that we continue to look at best practices and models. One concern of parents is that they do not know where their child will be placed from one year to the next; often they are waiting for this information into the summer. Member Ryan asked why so few options exist for Special Education students to remain at one school site. Ms. Bryant replied that the District offers many kinds of Special Day Class (SDC) programs. Because there isn't the population to have an SDC class of all types at every school site, they do have to be regionalized somewhat and spread throughout the District. Some students with low incidence disabilities are regionalized for bussing patterns so that we have options in the East, South, and Central areas. The number of students that have learning disabilities or mild to moderate disabilities with need for an emphasis on language is growing at a very high rate every year. Many students in these classes have autism of which the rate of identification has grown. These classes are classes for students that are high functioning and need a small student to teacher ratio but with the academic structure and rigor. We have been growing those classes in recent years. It is not always possible to co-locate a second segment of a certain kind of a class on a campus due to space. Some decisions have been based on needing a class and having to find a classroom to accommodate. Moving student location is a concern of hers as well. Special Education has been approved to open new classes next year, and she will be meeting with the Chief of Schools next week to try and strategize carefully where those classes are placed.

Member Ryan asked who makes the determination for where a student will be placed and why does the information become available so late in the summer. Ms. Bryant said that since there is not a classroom at every campus for SDC students, projections are begun in January; classes are preloaded with estimates on how many slots will be needed throughout the District based on where students live. This is looked at again in March and April. This year classes were found to be over enrolled in almost every area. They then had to utilize the budget process to request additional slots to serve students for next year. They are in the final stages of projections; as soon as they identify the locations for the new classes they will begin to notify the families. Families also have an opportunity to participate in Open Enrollment for slots open. Students in SDC can go through that process, and if they can be accommodated at the school of choice by implementing their IEP, then the request will be considered. If their needs are unique and specialized, then the department will meet with the family to talk about what other District options might be available. Another concern Member Ryan heard consistently from parents is that it is difficult for them to know what their options are in the first place and how to ask for the right placements. For example, she was given a document of programs that exist including SDC programs, but found it hard to find on the District website. She feels that displaying the documents more predominately would be an easy thing for the District to do. She would like to work with Ms. Bryant on the other data requests, in particular the idea of how do we foster better communication with our families. She also noted that the department is understaffed and asked how we figure out the staffing necessary to ensure that the District has support moving forward so that we are serving the needs of a population that often goes without a voice.

Member Rodriguez thanked the presenters. She referred to a presentation that was given approximately five years ago in which Black Parallel School Board came forward with a graph showing that the longer an African American child stayed in our District, the lower their scores became. She acknowledged the inequities that Ms. Anderson feels. She wonders what the process is in the department for continuous improvement; what is the level of engagement? Is it at the District level, with staff, or beyond the Community Advisory Council (CAC)? Ms. Bryant said, in regard to the significant disproportionality, we were significantly disproportionate two years ago and we took some immediate steps. We felt there were issues around our assessment process for identifying students. We identified a concentrated team to do assessments so that a selected number of psychologists do the assessments. They do it as part of a multi-disciplinary team that includes a social worker and a behavior intervention specialist. This is done so that we can look holistically at the children before making an identification. We do this for all students that are referred for an evaluation in this area. The result of that is we have about 30 less students identified that are also African American. One would have thought we would have done better in our calculations for significant disproportionality, but the reality is that the District has lost almost 2,000 students on the general education side. Regarding the continuous improvement, Ms. Bryant is not sure if Member Rodriguez is speaking about her personal involvement in that or staff's involvement. Member Rodriguez said it is staff's involvement. Ms. Bryant sits with many parents throughout the year and participates in many IEP meetings to support school teams in an effort to try and come up with positive answers for all students. The program specialists are the assigned liaisons between the central office and the school sites, working with families, teachers, and administrators. Member Rodriguez said that she expects the staff members to understand the process. She asked what is done to insure that every teacher that may not be holding a certificate in Special Education (the teacher of RSP students) understands the gravity of an IEP and the student needs. Ms. Bryant said it takes a lot of consultation, and that the case manager (usually the student's Special Education teacher) is responsible for making sure every person on the site who interacts with the student is aware of the student's needs, their goals and objectives, and what kinds of services they get. The administrator is also responsible to make sure that service is being provided. If there are concerns that services are not being provided, that's when the central department gets involved. Dr. Roberts said we also continue to provide professional learning for various staff members such as teachers and principals regarding the continuous improvement methodology. A big component is professional learning as we continue to seek the key effective strategies that will help to enhance the work. While doing this, we reflect on our current practice to see what is

effective and what needs to be changed. We also look at it from multiple perspectives including our stakeholder's perspective, programmatic, and instructional implementation. It is a comprehensive, integrated approach. The very nature of it is that we continue to improve. Member Rodriguez says that she asks these questions because she still hears the same common theme throughout the District. She recently had a new family to the District come to her because the school they approached with their slightly autistic son was turned away. They did end up getting their child into the school with guidance on the right process, but the initial discouragement is not a good first impression. She feels there needs to be a level of training for staff at every level, perhaps sensitivity training.

Second Vice President Hansen thanked the presenters. He said it is very good to learn all the categorical pieces, budgeting, and costs compared to general education students. He asked how we decide which services are provided at which school. Ms. Bryant said the document provided that shows the school sites coded with what services are available is student driven. So when a code does not show at a school, it does not mean that the program is not there, but it means that there is not a student that needs the program at the school. Second Vice President Hansen also said that from Ms. Milevsky's comments it appears we have a higher percentage of students with special needs compared to surrounding districts. He asked why that might be. Ms. Bryant said a multi-tiered system of support is valid, and we have had a difficult time systematizing that across the District. When Special Education is one of the only options to turn to, you will have an increase in enrollment. Second Vice President Hansen asked if that is because parents/guardians are asking for that program or because staff is defaulting to doing that. Ms. Bryant said it is a combination; the department gets many requests for assessment. Member Hansen asked if the assessments are funded out of the SELPA budget as well. Ms. Bryant replied yes. Member Hansen is concerned; he agrees that services needed are provided and at the earliest possible time. He thanked Ms. Milevsky for bringing early intervention to the Board's attention. Ms. Roberts said that, regarding the District being significantly disproportionate, we will have to develop an action plan as to how we are going to correctively address the issue. A part of that will be for us to clearly delineate how we will intervene early on, so we will be bringing this back to the Board in the Fall as they will need to take the Summer to engage with stakeholders, both internal and external, to create a very comprehensive and robust plan that will address our current reality. So embedded within that plan will be the opportunity for us to address a multi-tiered system of support. Member Hansen brought up the number of lawsuits we pay out for IEPs that go the legal route; it is always disturbing to throw money toward legal costs. The more we have things under control and done appropriately, the more money that is available for the students and the District. So lowering the number of lawsuits is a target.

Member Woo asked if they are coming back in two weeks to the next Board meeting. Dr. Roberts said yes, the Item is to be brought back on the Consent Agenda. Mr. Woo said that because it is an annual plan, he would like to include the ideas that have been put forth tonight. He asked for the definition of "significant proportionality". Dr. Roberts said the two formulas the State uses to determine if a district is significantly disproportionate is very complex. Ms. Bryant said it's the number of students identified in a certain disability category relative to the same general population and same ethnicity. So we are comparing African American students who have been identified with a certain disability and African American students in the general population. Dr. Roberts said that the threshold is 5.00 percent while we are 5.25 percent. More information will be provided via a board communication tomorrow.

Superintendent Banda thanked the presenters. He spoke of the complex disabilities of the Special Education population. He noted that we did not even discuss transportation, which is a whole other complex issue. He looks forward to seeing the action plan on how we will address the disproportionality and continue to refine and improve our services and practices with special needs students.

President Woo then closed the Public Hearing.

As the presenters came forward, Mr. Banda said he is proud of the staff and community for their achievements with this year's LCAP process. He noted their dedication and the amount of time spent on the work. He looks forward to another successful year of LCAP implementation. Chief Communications Officer Gabe Ross then started the presentation by giving background on Local Control Funding Formula (LCFF). He and LCAP/SPSA Coordinator Cathy Morrison spoke on stakeholder engagement activity, incorporating additional funds from the "May Revise", aligning community voice with our activities and funding, and next steps.

Public Comment:

Darlene Anderson asked what the data is for African American students. She told of a parent with several students, some Special Education, and all failing even though they had good grades on all their work. On a separate piece of paper with their IEP plan it said it would be better if the student stayed in the SDC class because they were two to three grade levels behind. She said you can make a student feel successful by giving them a good grade, but they cannot then get a job once they graduate if they are not prepared to work. The LCAP is supposed to be about how we turn this around. She feels the African American community still does not have transparency in public education.

Nikki Milevsky, President of SCTA, said they appreciate the hard work done by the LCAP Committee and their recognition of the importance of reducing class sizes and caseloads. She quoted Chief Business Officer Gerardo Castillo from the last Board meeting, "Financially, this is the best economic position the District has been in for a long time." She said now is the time to take some big steps toward improving the classroom environment for students. The May Revise provides an immediate opportunity to improve the classroom learning environment. They feel the financial status of the District enables us to implement 24 to 1 in K-3, begin class size reduction in other grade levels, as well as decreasing enormous case loads of supports staff like nurses, counselors, school psychologists, and social workers. Improving the learning environment is proven to improve academic performance, provides social emotional growth, reduces bullying, creates higher levels of student engagement, increases time on task, improves attendance, increases parent participation, and significantly helps with the recruitment and retention of highly trained teachers.

Frank DeYoung thanked Member Rodriguez for giving him the opportunity to serve on the LCAP Committee. He also thanked coordinator Cathy Morrison. He felt that the process went well from a committee perspective. They learned a lot and have a lot to pass on to the next committee. One of his goals is have the student member more involved.

Jason Weiner was a member of the LCAP Committee this year. All of the recommendations that the LCAP Advisory Committee made received 75 percent or more support from the members of the committee. He also noted it seems that the budget is the major way that the District is communicating its priorities to the community. One of the committee recommendations is that, among all expenditures, if they are a maintenance of effort, if they are a replacement of other sources of funding, or increased funding intended to produce more services, then they should be built into the document so that they are very clear and transparent. He also said the metrics that were listed were District wide and not broken down. While realizing that this is not required by the State or SCOE, he feels it is critical to transparency that we look at, not only overall District wide targets, but also targets for the subgroups that are the most affected. He also said thanks for the additional funding that was provided on school climate and discipline issues, especially Restorative Practices and Social Emotional Learning. He urged the Board to make sure that those programs are integrated as much as possible. Lastly he said thank you for the opportunity, the committee, and to Ms. Morrison.

Karen Swett, of Making Cents Work, said the LCFF regulations require that we are able to see the Goals and Action Steps in the Budget. She is concerned that some numbers represents "more" but the initial amount, however, is not given. She feels the Goals need to be written with these things in mind: observable, measurable, and recordable.

Anne Fox, lead organizer at Sacramento Area Congregations Together, said that tonight we would hear from

a series of English language learning parents, Spanish speaking parents, and graduates of the Hmong community to talk about the LCAP and what it means for them. Their concerns will reflect the three recommendations from the English language learners on the LCAP committee. These are counselors, bi-lingual assistants, and parent access.

Laura Rios thanked the Board for appointing her to the LCAP. A year ago she came to the Board to ask for a better process to involve families and communities in the LCFF and LCAP. She is grateful to say that was taken into consideration. Being a part of committee gave her an opportunity to advocate for English language students. She reported that District English language students perform lower than scores State wide. Parents in the District need more support. She looks forward to an improved process for next year.

Alba M. Galindo, using a translator, spoke about her two students in the District who attend West Campus and Luther Burbank High Schools. She asked for support to promote bi-lingual counselors and translators for families. A program offered at Luther Burbank High School has helped her with information she needs to help her child apply for scholarships and given her motivation to attend college. She asked the Board to continue to support these programs. When she attends meetings at West Campus, however, there is no one to translate into Spanish. It is frustrating to not understand. She thanked Member Rodriguez and Cathy Morrison for excellent work in the community. She also thanked Anne Fox.

April Ybarra, a parent of First and Third grade students at Oak Ridge Elementary School, thanked Member Ryan for appointing her to the LCAP Committee this year. She spoke in support of recommendations the committee made for English language learners. One was an increase in an English language specialist. She brought up a need for bi-lingual counselors at elementary sites. They did have that support at Oak Ridge Elementary School while her daughter was there, but would like to see this available for all students. She also said she appreciates the District reaching out to the DELAC, but when she attended the meetings she saw they did not properly inform parents of LCAP. However she and other members of the LCAP Committee did reach out and met with parents.

Yennary Montilla-Peaches, parent of a daughter at Camillia Basic Elementary School and speaking through a translator, said that she did not continue in ELAC this year because it is frustrating to see that they do not carry out ELAC in favor of the kids that are learning English. She would like to see the process of the LCAP funding to be more transparent and to really see that the funding goes towards children that speak English as a second language, foster kids, and children from low income families. I support the recommendations, especially to create a parent committee, aside from DELAC, to make sure that we have a more efficient LCAP. She does not want to see any child that speaks English as a second language left behind.

Maria Beltran, using a translator, said she has a daughter at Camillia Basic Elementary School. She needs more information in Spanish regarding the LCAP so that she can understand where the funding is headed. At her site she has not received any information regarding the LCAP. She knows about it from a friend that is involved and engaged. She would like to receive more information as a mother of someone that speaks English as a second language regarding the law that supports our success.

Teresa Hernandez, using a translator, said she is the President of ELAC, a DELAC representative, and a participant of the Home Visit Project and Parent University at Luther Burbank High School. She is the mother of four teen-agers. She thanked Member Rodriguez and Cathy Morrison for taking the time to visit our school during one of our meetings. She came to speak in the hope to ensure children's schools have the resources for their academic development. She has visited several schools to ask parents to fill out the LCAP survey, but unfortunately she noticed there was not enough information about the topic. This is why they asked to have a meeting with Superintendent Banda over the summer so that together we make a more effective process with more information and greater impact so that next school year our friends are better prepared.

Mai Yang Vang, an organizer with Hmong Innovating Politics (HIP), spoke in support of the recommendations made by the LCAP Advisory Committee. She has concerns about engaging all English language families and recommends establishing an English learner parent advisory committee to review and comment on the LCAP. She said this process should and needs to be separate from DELAC. She said messaging on LCAP to their community has been poor. She thanked the District and LCAP Committee for all

their hard work, and said HIP looks forward to working with the District to implement innovative strategies to engage all parents.

Sue Vang, with Hmong Innovating Politics (HIP) and an LCAP Advisory Committee member, thanked the Board for the opportunity to be a part of the process. She said that she is proud of the recommendations that came out of the LCAP Advisory Committee and to see that some of the recommendations have already been incorporated into the LCAP. However, she said that there are huge gaps in the draft plan in regard to services and funding to serve low income, English learners, and foster youth. She feels there is a desire for parent involvement in the English language learner community, as shown by the turn out of speakers tonight. She feels the District needs to do more outreach. Also, throughout the draft LCAP plan supplemental and concentration funds are used for services that are basic and core needs and not necessarily for supplemental services. She feels this needs attention.

Terrence Gladney, an LCAP Advisory Committee member, shared for Lisa Levasseur of the Parent Teacher Home Visit Project that they are thankful for the additional funding of the project. It was recommended by the Committee to do more to expand the program. Another recommendation made was around the school resource officer (SRO) funding. He would like to see where the funding was redirected. He said we need to focus on equity to service the population of students that are funding dollars.

Angie Sutherland, a parent at Hollywood Park Elementary School and an LCAP Advisory Committee member. She is also the chair of the Community Advisory Committee for Special Education and serves on the Sac Council PTA. She feels the LCAP process has been a very meaningful process in which to take part. She appreciated the opportunity to speak to the needs to students with disabilities as well as other at risk and high needs students. She highlighted a few of the recommendations and information about the metrics in the LCAP.

Board Member Comments:

Member Rodriguez commented that the outreach to our multi-lingual families was as adequate as we would have liked. She suggests the Board establish a multi-lingual LCAP community committee. She noted that the LCAP Committee had recommended to increase the English Language Arts/English Language Development standards from 65 to 275 FTE in year one. She did not see that laid out in the LCAP. She asked why that was. Mr. Ross replied that one of our biggest challenges is that our needs continue to outweigh our resources. Dr. Roberts reported that currently we are in Cohort 2, and we do have approximately 65 teachers participating in both Cohorts which were started last year. The standards are fairly new, so as soon as they were approved by the legislative body we began working last year and expanded this year. We are going to do a further reach so that is why the increase is to 275. Member Rodriguez asked if that is realistic. Dr. Roberts replied yes, because the 275 will be for year three, next year. Member Rodriguez asked if the training is so time consuming that we can only take a certain amount of people because it takes a certain length of time to train, or does it have something to do with funding. Dr. Roberts said that the standards call for two approaches, one is integrated. This means that the standards are integrated throughout the other content areas. The other is designated, and this refers to the teachers that are teaching English learners in terms of the specific, specialized language development; this is a smaller subset of teachers. We are doing both approaches and the implementation is addressing the outcome. Mr. Ross said that the remarks made about having an additional LCAP English learner advisory committee is something we should consider. In many cases we are leading the State in this area, but now our challenge is how do we make sure that we bring that level of engagement to all of our families. There is a lot to be proud of; over 50 percent of survey respondents designated themselves as representing English learners, but there is a lot of work remaining to be done. Member Rodriguez wanted to understand what conversation were like regarding budget decisions that were made in light of the years of deep cuts that we had. Mr. Ross said that one of the challenges is articulating and distinguishing between the LCAP and the budget as they are separate documents and processes. The LCAP is about goals, metrics, and aligning resources to those goals and metrics, but it does not necessarily speak to every expenditure in the budget. Therefore in building an LCAP we are really working backward, starting with the goals and actions and aligning expenditures in the budget to support

those goals. Our needs continue to far outweigh our resources so there are always going to be hard choices. Regarding comments made about why some things were funded with supplemental concentration dollars versus base dollars, to some degree it's important to remember that all of the LCFF dollars, supplemental concentration grant dollars, are not all new monies. They are newly flexible dollars that used to be categoricals, but it is not all a net increase in resources to the District. So when you look at replacing categoricals that also provided important resources that schools needed, we are not necessarily starting at zero and adding on. He does not feel it is the intent of LCFF to make additional cuts in order to add additional flexibility. Identifying which funding source each expenditure goes in can be as much art as science because there are a lot of moving parts. Mr. Castillo and his team work tirelessly to make sure the numbers align and are transparent.

Student Member Saito thanked the presenters. She said she did attend one of the LCAP meetings last month and was able to see more of the final results. It was a very welcoming environment for the one student committee member. Trying to get student input is difficult as the subject is almost like another class for a high school student. Member Saito also commented on the language barrier and the lack of a translator at some LCAP meetings, and she feels a language barrier should not keep people from participating. Mr. Ross clarified that all of the meeting coordinated at the District level had translation services. He thinks what the speaker was referring to was a site level meeting as all the principals were asked to hold meetings at their school sites. We do not have enough interpreters at our school site levels as there is only so much staff to go around for 75 schools, but all the District wide meetings had translators.

Member Ryan thanked the LCAP Parent Advisory Committee and the community advocates that played a role. She also recognized the efforts of the staff and Cathy Morrison. As we strengthen the process moving forward, she stressed that we acknowledge the importance of meaningfully including our non-English speaking community. Having the document translated into Hmong and Spanish will be a huge improvement moving forward, but looking to establish a committee outside of DELAC to take feedback and do a deeper level of engagement is critical. When she looks at the feedback provided by the Committee and the surveys she is thrilled to see that between the allocation for translation services at a District level and the site level, we are looking at a more than \$160,000 increase. She is pleased to see the increase in school psychologists, social workers, and wrap around student support services as well as English learner specialists. Yes, there is work to be done, but she is happy to see there is community voice being incorporated into the LCAP and that we have a good baseline as we build upon our efforts next year.

Member Arroyo said that in terms of the recommendations to put an emphasis on counselors, nurses, psychologists, and social workers, the feedback that he got from someone that works in one of those capacities for the District mentioned the timeline at which the District hires. They felt the hiring is done too far down the line. For example, other districts hire late in the Spring while we hire early in the Fall. Therefore the pool of applicants is much reduced by that time. He asked if this is something that we can change. Mr. Ross said that it is mostly tied to the budget calendar; other districts in the area have had a deeper reserve over the past few years to weather some of the financial challenges. The way the reserve plays into it is that, as we know certificated employees by law must be noticed by March 15 if we think there is even a chance they may be laid off because of budget realities, and whereas other districts with a deeper reserve may be able to, with confidence, not notice an employee or group of employees, we have not had that luxury. We have also in recent years funded a lot of those positions with less than stable funding sources; this means that every year we must notice those employees. Member Arroyo said that he is not seeking a resolution today, but if we are looking at strengthening and increasing positions, he highly recommends that we look at the hiring calendar so that we have a broader pool of applicants. Member Arroyo then addressed the comment made earlier by Ms. Anderson about data and specific cases where student's academic needs are not being met. When we see these types of cases, he feels it is incumbent that they be brought to the Board or the administration because it is by those individual cases that they may be able to start turning the

culture and behavior in the District. He said that if specific cases are seen where children are not being served appropriately, we need to know who those teachers are. He feels there is a willingness by the Board and administration to really start drilling down and start changing the culture case by case.

Second Vice President Hansen added his thanks to the work of staff and LCAP Committee. The work helped enable the fulfillment of the goals of the LCAP and put a budget forward that is reflective of the community's values. He asked if the LCAP report will be available on the District website. Mr. Ross said that it will.

Member Rodriguez said that, for the next round of the LCAP, she would like to see the analysis of the effectiveness of these recommendations. Mr. Ross said, for clarification, there is a piece built into the LCAP with regards to looking at the metrics over a year and connecting the results with the expenditures. We know that we are reliant on the State, and when we receive a lot of those data points they unfortunately do not populate real time in our document. So as we continue to get more information from the State to update that information we will continue to update the plan. He thinks realistically it will take a few years of seeing a trend in data and in expenditures in the LCAP to really make a true connection between the two, but it certainly is one of the fundamental principles of the LCAP. Member Rodriguez said that she has to make sure that it is called for and that we start documenting the data.

President Woo thanked staff, the committees, and members of the community for their hard work. He thanked the Board for their comments and questions. He echoed Member Rodriguez's sentiment in that he would like to see, in subsequent LCAPs, the results for money spent in any given area. President Woo then closed the public hearing.

9.3 Proposed Fiscal Year 2015-2016 Budget for All Funds (Gerardo Castillo, CPA)

Conference

Mr. Castillo thanked Mr. Smith and his staff for all their hard work to finish the budget document. The goal of the presentation and public hearing tonight is to make a decision prior to July 1, 2015. This would then be at the next Board meeting on June 18th. He said that a lot of the items were covered in the LCAP presentation. The presentation covered a summary of the budget process, additional General Fund revenues and expenses, a summary of the General Fund, the General Fund Balance, a summary of other funds, LCFF calculation, fiscal condition, and next steps.

Public Comments:

Bob Hammes, of the Community Priority Coalition (CPC), Making Cents Work, and CW, encouraged the Board to approve the 2015-16 Budget as presented by staff with changes as listed in an alternative budget that was handed out to the Board tonight. These include the increase in the number of teachers in order to facilitate class size reduction, an increase in expenditures in the 1100 and 5000 object codes to implement mandatory professional development for restorative practices, and an increase in after school and early intervention programs.

Karen Swett, of Making Cents Work and Community Priority Coalition (CPC), feels that changes should be made in expenditures in the 4000 object codes. In the ending fund balance components, however, the budget department is doing a great job in planning for the future. They would like the Board to consider the message delivered with the May Revise windfall; the Governor's budget proposes significant increases and states "schools will be able to continue to make the necessary investments in professional development, provide teacher induction to beginning teachers, and purchase instructional materials and technology to prepare both students and teachers for success". They feel this means, spend the money on the kids now, and do not tuck it away in the ending fund balance.

Board Member Comments:

Member Rodriguez thanked Mr. Castillo and Mr. Smith for listening to the Board. She asked if the schools that are no longer receiving QEIA funds incorporated in the budget. Mr. Castillo said that back in February the Board made the decision to make the reductions for 2016-17. Between the MAA and QEIA funds we lose \$9 million dollars a year. Those things are included this year, but we might need to revise priorities for the following year.

Second Vice President Hansen also said thanks for listening to the Board and providing a more thorough budget that is easier for the Board to understand and public to participate in. He hears the message on the one time funds and feels one time funds should be spent on one time expenditures. He does not want us to forget that Proposition 30 expires in two years. We have a tripling of our STRS contributions and healthcare costs increased seven percent a year and expects that to be at least five percent a year going forward. We take care of our students by being a little more on the conservative side when budgeting. That being said, people have to be paid fairly, and it is important for us to do the cost of living increases to keep up with inflation, but he does not want us to get back into a situation like we were in before. Of all the promises we make to our staff, the promises of health care is one of the most important. If we do not start increasing the amount of funding that we are putting in to that, we will be robbing future students and our future residents in Sacramento. If we were to make a one-time payment today, it would be \$200 million dollars to get us to where we need to be. Previous Boards and everyone else involved in our negotiations did not do right by our District in not setting that money aside at the time. They instead promised it on the backs of future Boards to pay that promise. He is happy about the addition of Early Kinder, a VAPA program, more custodians and nurses, and reducing class sizes. He looks forward to working on this over the next two weeks and hearing from the community.

President Woo also thanked the staff. He said this is the most comprehensive budget since he has been on the Board. He then closed the public hearing.

10.0 CONSENT AGENDA

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

10.1 Items Subject or Not Subject to Closed Session:

10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

10.1b Approve Personnel Transactions (Cancy McArn)

10.1c Approve California High School Exit Examination (CAHSEE) Waivers for Graduation (Robin Martin)

10.1d Approve Sutter Middle School Field Trip to Washington, D.C. from June 13 – 18, 2015 (Lisa Allen and Mary Hardin Young)

10.1e Approve Sutter Middle School Field Trip to Washington, D.C. from June 12 – 17, 2015 (Lisa Allen and Mary Hardin Young)

10.1f Approve Minutes of the May 7, 2015, Board of Education Meeting (José L. Banda)

Public Comment:

None.

Board Member Comments:

President Woo asked if there was a motion to move the Consent Agenda. Member Ryan moved to approve the Consent Agenda and Second Vice President Hansen seconded. The motion was approved unanimously.

President Woo noted that there were students in the audience and, due to the hour becoming late, moved Item 12.1 up to be heard now, before the Communications section.

11.0 COMMUNICATIONS

11.1 Employee Organization Reports:

Information

- *CSA – No report given.*
- *SCTA - Nikki Milevsky, President of SCTA, reported on behalf of SCTA.*
- *SEIU - No report given.*
- *Teamsters – No report given*
- *UPE – Dennis Pedersen, Executive Director of UPE, reported on behalf of UPE*

11.2 District Parent Advisory Committees:

Information

- *Community Advisory Committee – No report given.*
- *District Advisory Council – No report given.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) – No report given.*

11.3 Superintendent's Report (José L. Banda)

Information

Superintendent Banda did not report and deferred a video due to the lateness of the hour.

11.4 President's Report (Darrel Woo)

Information

President Woo did not report and deferred a video due to the lateness of the hour.

11.5 Student Member Report (Asami Saito)

Information

No report.

11.6 Information Sharing By Board Members

Information

Member Rodriguez would like staff to research the oil train issue that was heard earlier during Public Comment.

Second Vice President Hansen reported on three graduation ceremonies coming up this week. He also announced that the District and students are participating for the first time in the Sacramento Pride Parade on Saturday morning. There are approximately 30 people participating so far. Dr. Richard Pan will be joining Member Hansen. Shirts were made for all the students and staff. The parade starts at 3rd and N Streets downtown at 11:00 a.m., but they will start gathering about 10:00 a.m. He thanked staff Emily and Nicole for helping set up for this event.

Member Cochrane said that, in late May, Caleb Greenwood Elementary School was fortunate to receive its authorization from the International Baccalaureate organization. She read what they wrote about the school. She also noted that Kit Carson, which Caleb Greenwood Elementary will feed into, is in the process of applying for their middle year program, Seventh through Tenth grades, and she is sure they will receive it. She also commented on the oil trains and said that when she was in Fifth grade Roseville had a huge explosion in their rail yard. There were 7,000 bombs bound for Vietnam that were on a train that exploded. It was fortunate that no one was killed in that, but several people were injured. If it had been near a school when it happened, it would have been a total disaster. She appreciates staff doing full research on the material provided tonight.

Member Ryan shared that she represented the District as part of a lobby group for the CSUS Advocacy Day. She joined President Alex Gonzalez, who is retiring soon, to talk about the need to create a pathway into and through college. President Gonzalez shared a troubling reality which is that Sacramento City Unified School District is no longer the largest feeder school district into Sacramento State; Elk Grove Unified School District is now the largest. He got 35,000 applications for 3,500 freshman slots. Now that we have the Pathways to Success program and as we continue to have these conversations around strengthening a college commitment and college promise in Sacramento, she thinks we need to recognize the importance of having Sacramento City Unified School District become the premier feeder pathway into Sacramento State moving forward. She also spoke of the tragic loss in the District of six year old Jadianna Larsen last week. Tonight we will be adjourning in her memory and having a moment of silence. There was a candle light vigil in McClatchy Park with the community on Sunday which hundreds attended. As we adjourn tonight in her memory Member Ryan asked that we recognize that we need to, as a community of support, ensure that this kind of violence does not happen moving forward.

Item 12.2 was heard next.

12.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 12.1 Approve Resolution No. 2845: Ethnic Studies Resolution (Asami Saito; Student Advisory Council)

Action

(Was heard after approval of the Consent Agenda per President Woo.)

Student Member Asami Saito started the presentation by reviewing what was presented at the last Board meeting by the Student Advisory Council (SAC) on May 21, 2015. She then spoke specifically about Ethnic Studies. Their initial resolution had been returned with a few suggested changes which they incorporated. They were asked to broaden the teacher training programs and not just center around CSUS; they do however recommend CSUS because CSUS will be helping develop the curriculum. Member Saito stated that she plans to work with Ethnic Studies throughout her Senior year next year. She and the community will be working over the summer for Ethnic Studies as well, especially with cross district collaboration, higher education collaboration, and youth participation. They will be working

to develop the curriculum and hopefully working closer with LCAP to implement Ethnic Studies and draw up a plan for coming years. As an aside, she said that along with Ethnic Studies, the SAC will also be working on other initiatives such as dress code and continuing with college and computer research as well as to hopefully implement more initiatives next year. She thanked community members that helped them get to where they are now, members of Ethnic Studies Now, CSUS, SAC, and Member Jessie Ryan.

Public Comment:

Jonathan Tran, an organizer with Hmong Innovating Politics, thanked the SAC for their work and making sure that stakeholders were involved in the process. He said that the work is tremendous, scholarly, well researched, and policy savvy. He said Mark Carnero and Stacey Bell have done a tremendous job in mentoring the young people. He also thanked President Woo for his insights and development of strategies and Board Member Ryan for her demonstration of leadership in terms of making sure that Ethnic Studies is a priority for the District. In addition to the commentary that was made earlier on the LCAP, within the report that the Advisory Committee provided was also a recommendation that Ethnic Studies be listed as a priority within Sacramento City Unified School District. They sincerely appreciate keeping the language within the resolution to make sure that Ethnic Studies as a graduation requirement is an LCFF priority for the Sacramento City Unified School District moving forward.

Terrence Gladney said that student engagement is one of our District's priorities and one of LCFF's priorities. He has been amazed at, through Ms. Saito and the Student Advisory Council's leadership, the level of student engagement exhibited. He feels it is our responsibility to honor that, not only with the resolution, but to continue to make it a priority around funding. He has seen multiple student stakeholders come forward over the past few months to allow their voice to be heard, and he has learned from it.

Board Member Comments:

Member Ryan said she is beaming with pride; she is so proud of this youth led initiative. She feels this will transform the youth perception of self and ability to offer meaningful contribution to the world. She knows that this would not have happened without a sophisticated, incredibly savvy, and committed group of youth leaders and also a community of support that represented individuals from various backgrounds recognizing that the time is now to make Ethnic Studies a graduation requirement at Sacramento City Unified School District. Member Ryan then read key points from Resolution No. 2845.

President Woo took Member Ryan's reading of the Resolution as a motion to adopt it; it was seconded by all Board members. President Woo said that this may be the most important Resolution that he has seen as President of the Board. The motion passed unanimously.

The Board resumed the agenda at Communications Item 11.1.

12.2 New Board Policy No. 5141.27: Food Allergies (Barbara Kronick and Raoul Bozio)

Conference/First Reading

Raoul Bozio explained this new, optional policy. The policy instructs the District and schools that we are aware of the issue of food allergies and that an Administrative Regulation will be prepared that will provide more detailed guidelines and accommodations and examples of various measures and accommodations that can be taken.

Public Comment:

Victoria Vasquez has two children in the District with peanut allergies, and she is in favor of this policy. She

feels this policy protects children that already have a diagnosed food allergy. This is different from SB 1266 which would protect anyone who has an allergic reaction. These policies really are for children that are coming to school with a diagnosis, with an EpiPen and saying to the teacher, "this is how I need you to help me be safe". California has the strictest nutritional guidelines, especially in the lunchroom, as mentioned in the policy. Her daughters sit at one of the peanut free tables. Without this policy, they go back to the classroom where there is unregulated food. She stated one of her daughters did go into anaphylactic shock in her First grade classroom at Leonardo da Vinci K-8 School as the snack that day was peanut butter crackers. She feels this policy is needed to keep children with food allergies safe.

Board Member Comments:

President Woo asked when the Board will see this Item again. Mr. Bozio said it will be at the next meeting.

*12.3 Revision to Board Policy No. 3260: Fees and Charges
(Raoul Bozio)*

Conference/First Reading

Raoul Bozio explained that the Education Code was amended this past year; sections 49010 and 49011 were revised to more clearly set out what school pupil fees are allowable and which are not. No fees can be charged for any type of core educational service, including extra-curricular activities, P. E. clothes, field trips, parent volunteer requirements, etc. Requests for voluntary donations of time and money, however, are allowable.

Public Comment:

None.

Board Member Comments:

President Woo asked if the Item will be back at the next meeting. Mr. Bozio replied that it will.

12.4 Revision to Board Policy No. 5125: Student Records (Raoul Bozio)

Conference/First Reading

Due to a revision last year to Education Code 49073.1, specific requirements have been added to the storage of student records in the Cloud by third party contractors. Contracts must contain certain assurances regarding the confidentiality of records and that they will be maintained as well as setting out the procedures for providing notifications in the circumstances of a breach of student confidentiality. The section also requires that the contract prohibit explicitly the use of any of those student records or information to engage in any targeted advertising by that company or any associated company. The goal is to maintain the confidentiality of student records as school districts move toward utilizing on-line data hosting services.

Public Comment:

None.

Board Member Comments:

President Woo thanked Mr. Bozio and noted that these three Board policy Items were reviewed by the Board

Policy Committee. This Item will also return at the next Board meeting.

12.5 Approve Revision to Board Policy No. 5127: Graduation Ceremonies (Lisa Allen and Raoul Bozio) **Action**

Mr. Bozio stated that it was necessary to bring this before the Board due to the fact that the California Department of Education (CDE) will not be offering the California High School Exit Exam (CAHSEE) as it usually does during the summer for Twelfth grade students that have not yet passed the exam or a portion of it. The Superintendent does possess the discretion to allow for students who will complete graduation requirements to participate in graduation ceremonies. Due to the fact that the status of the CAHSEE is uncertain right now, fairness dictates that our Twelfth grade students who would otherwise have an opportunity to pass the CAHSEE this summer be allowed to participate in graduation ceremonies pending that official determination of CAHSEE status by the CDE.

*Public Comment:
None.*

Board Member Comments:

President Woo noted that this was brought forward pretty quickly because of the comments brought to the Board during public comment last week. He is proud to say that the Board, Superintendent, and Mr. Bozio were able to respond to it quickly. President Woo moved to adopt the revision to Board Policy No. 5127. Member Rodriguez seconded, and the motion was approved unanimously.

Superintendent Banda thanked Mr. Bozio and staff for the work they put into policy revision. The work Mr. Bozio is doing is keeping us very current with the latest policies and makes sure we circle back and revise our old policies to keep them updated. The policies are what drive the work that we do.

13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

13.1 Business and Financial Information:

- ***Enrollment and Attendance Report for Month 8 Ending April 17, 2015***

The Enrollment and Attendance Report for Month 8 was received.

14.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *June 18, 2015 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *June 27, 2015 9:00 a.m. Board Retreat; Shriners Hospital, 2425 Stockton Boulevard, 2nd Floor; Special Board Meeting*

15.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by Student Member Asami Saito to adjourn the meeting in memory of Jadianna Larsen. The motion was seconded by Member Arroyo. The motion was passed unanimously, and the meeting was adjourned at 11:15 p.m.



José L. Banda, Superintendent and Board Secretary