



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

- Jay Hansen, President, (Trustee Area 1)
- Jessie Ryan, Vice President, (Trustee Area 7)
- Darrel Woo, Second Vice President, (Trustee Area 6)
- Ellen Cochrane, (Trustee Area 2)
- Christina Pritchett, (Trustee Area 3)
- Michael Minnick, (Trustee Area 4)
- Mai Vang, (Trustee Area 5)
- Sarah Nguyen, Student Member

Thursday, November 2, 2017

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

AGENDA

**2017/18-8
AMENDED**

Allotted Time

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

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

3.0 CLOSED SESSION

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

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

- a) Existing litigation pursuant to subdivision (a) of Government Code section 54956.9: Amcal Sacramento, LLC v. SCUSD Sac. Sup. Ct. No. 34-2017-002130561 and CSMCS Case No. ARB-16-0419 Proposed Decision
- b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9
- c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

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

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

- 3.4 *Government Code 54957 – Public Employee Appointment*
 - a) *Martin Luther King, Jr. – Principal*

- 3.5 *Education Code Section 35146 – The Board will hear staff recommendations on the following student expulsions:*
 - a) *Expulsion #1, 2017-18*
 - b) *Expulsion #2, 2017-18*
 - c) *Expulsion #3, 2017-18*
 - d) *Expulsion #4, 2017-18*
 - e) *Expulsion #5, 2017-18*
 - f) *Expulsion #6, 2017-18*
 - g) *Expulsion #7, 2017-18*
 - h) *Expulsion #8, 2017-18*
 - i) *Expulsion #9, 2017-18*

6:00 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

- 4.1 *Broadcast Statement (Student Member Nguyen)*

- 4.2 *The Pledge of Allegiance will be led by Sacramento City Unified School District’s Voula Steinberg Mathletes Award Winning Students.*
 - *Presentation of Certificate by Member President Jay Hansen.*

6:05 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:10 p.m. **6.0 AGENDA ADOPTION**

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

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

8.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 6:30 p.m. 8.1 *Consider Resolution No. 2963 and Resolution No. 2964:
Initial Charter Petition for Gateway Community Charters:
Sacramento Academic and Vocational Academy-SCUSD,
Jack Kraemer and Jason Sample (Lead Petitioner)* **Action**
*10 minute presentation
20 minute discussion*

- 7:00 p.m. 8.2 *Consider Resolution No. 2965 and Resolution No. 2966:
Initial Charter Petition for Urban Charter Schools
Collective: Hidden Figures Academy, Jack Kraemer and
Lee Yang (Lead Petitioner)* **Action**
*10 minute presentation
20 minute discussion*

7:30 p.m. 8.3 *Fact Finding/Negotiations Update* **Information**
(Cancy McArn and Scott Holbrook) 10 minute presentation
10 minute discussion

7:50 p.m. 9.0 **CONSENT AGENDA** 2 minutes

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

9.1 Items Subject or Not Subject to Closed Session:

9.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*

9.1b *Approve Personnel Transactions 11/2/17 (Cancy McArn)*

9.1c *Approve Developer Fees Report for Fiscal Year Ending June 30, 2017 (Gerardo Castillo, CPA)*

9.1d *Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of July 2017 through September 2017 (Cancy McArn)*

9.1e *Approve Appointment of Board Member Christina Pritchett to the Californian School Board Association (CSBA) Delegate Assembly (Jay Hansen)*

9.1f *Approve Youth Development Field Trip to Louisville, Kentucky November 28-December 1, 2017 (Lisa Allen and Doug Huscher)*

9.1g *Approve C.K. McClatchy High School Field Trip to Sandy, Utah November 30 – December 2, 2017 (Lisa Allen and Mary Hardin Young)*

9.1h *Approve Rosemont High School Field Trip to Sandy, Utah November 29 – December 3, 2017 (Lisa Allen and Chad Sweitzer)*

9.1i *Approve New Textbooks for Advanced Placement Social Science Classes: US History (Iris Taylor and Kari Hanson-Smith)*

9.1j *Approve Minutes of the October 5, 2017, Board of Education Meeting and October 12, 2017 Special Board Meeting (Jorge A. Aguilar)*

10.0 **COMMUNICATIONS**

7:52 p.m. 10.1 *Employee Organization Reports:* **Information**
• CSA 3 minutes each
• SCTA
• SEIU
• Teamsters
• UPE

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|-----------|---|--------------------------------------|
| 8:07 p.m. | <p>10.2 <i>District Parent Advisory Committees:</i></p> <ul style="list-style-type: none"> • <i>Community Advisory Committee</i> • <i>District English Learner Advisory Committee</i> • <i>Local Control Accountability Plan/Parent Advisory Committee</i> | Information 3 minutes each |
| 8:16 p.m. | 10.3 <i>Superintendent's Report (Jorge A. Aguilar)</i> | Information 5 minutes |
| 8:21 p.m. | 10.4 <i>President's Report (Jay Hansen)</i> | Information 5 minutes |
| 8:26 p.m. | 10.5 <i>Student Member Report (Sarah Nguyen)</i> | Information 5 minutes |
| 8:31 p.m. | 10.6 <i>Information Sharing By Board Members</i> | Information 10 minutes |
| 8:41 p.m. | <p>10.7 <i>Board Committee Reports</i></p> <ul style="list-style-type: none"> • <i>Board Facilities Committee</i> • <i>Board Budget Committee</i> • <i>Board Academic Committee</i> • <i>Board Governance & Policy Committee</i> | Information 10 minutes |
| 8:51 p.m. | <p>11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS</p> <p>11.1 <i>Business and Financial Information:</i></p> <ul style="list-style-type: none"> • <i>Enrollment and Attendance Report for Month 1 Ending September 22, 2017</i> | Receive Information |
| 8:53 p.m. | <p>12.0 FUTURE BOARD MEETING DATES / LOCATIONS</p> <ul style="list-style-type: none"> ✓ <i>November 16, 2017, 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting</i> ✓ <i>December 7, 2017 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting</i> | |
| 8:55 p.m. | <p>13.0 ADJOURNMENT</p> <p><i>NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu</i></p> | |



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1

Meeting Date: November 2, 2017

Subject: Consider Resolution No. 2963 and 2964: Initial Charter Petition for Gateway Community Charters: Sacramento Academic and Vocational Academy-SCUSD

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

Division: Academic Office

Recommendation: To take action to approve or deny the Initial Charter Petition for Gateway Community Charters: Sacramento Academic and Vocational Academy-SCUSD.

Background/Rationale: Sacramento City Unified School District received Gateway Community Charters: Sacramento Academic and Vocational Academy-SCUSD's initial charter petition on September 8, 2017. The Governing Board held a public hearing in accordance with Education Code Section 47605 (b) to consider the level of support for the initial charter petition of Sacramento Academic and Vocational Academy-SCUSD on September 21, 2017. District staff met with Sacramento Academic and Vocational Academy-SCUSD for a capacity interview on September 20, 2017 and conducted a comprehensive review of the initial charter petition and related submissions. The staff's analysis will be presented for Board Action on November 2, 2017.

Financial Considerations: The financial considerations are outlined within the Executive Summary.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Executive Summary
2. Resolutions 2963 and 2964
3. Charter Petition (Proposed): <http://www.scusd.edu/charter-petitions>
4. Appendices (Proposed): <http://www.scusd.edu/charter-petitions>

Estimated Time of Presentation: 10 minutes

Submitted by: Iris Taylor, Chief Academic Officer
Jack Kraemer, Director
Innovative Schools and Charter Oversight

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

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Consider Resolution No. 2963 and 2964: Initial Charter Petition for Gateway Community Charters: Sacramento Academic and Vocational Academy-SCUSD
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I. OVERVIEW / HISTORY

Action Proposed:

Sacramento City Unified School District (“District”) Staff and legal counsel have reviewed the charter petition (“Petition”) submitted by Gateway Community Charters (“GCC”), a California nonprofit public benefit corporation (“Petitioner”), proposing the creation of the Sacramento Academic and Vocational Academy- Sacramento City Unified School District (“SAVA” or “SAVA-SCUSD” or “Charter School”). After careful review, District Staff has identified a number of concerns within the Petition, including, but not limited to, the Charter School’s staffing plan, finances, and governance, which are set forth in this report. As a result, District Staff believes deficiencies in the Petition could warrant a denial of the Petition on the following grounds, pursuant to Education Code section 47605:

1. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.
2. The Petition does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A- P).

In order to deny a Petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Governing Board to make “written factual findings, specific to the particular Petition, setting forth specific facts to support one or more” of the grounds for denying the charter. Therefore, if the District Board determines it will deny this Petition, District Staff recommends that the Board adopt the proposed findings of fact, set forth below, as its own findings.

However, District Staff further believes that deficiencies in the Petition might be addressed or remedied to the Board’s satisfaction, at least in part, by a separate memorandum of understanding to be negotiated between the Petitioners and the Superintendent and/or his designee.

History:

On or about September 8, 2017, the District received an Initial Petition proposing the creation of the Charter School. Pursuant to Education Code section 47605, subdivision (a)(1)(B), the Petition is signed by the requisite number of teachers meaningfully interested in teaching at the Charter School. (Appx. T.) The District held a public hearing on September 21, 2017, so that the District’s Governing Board (“Board”) could consider the “level of support for the petition by

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teachers employed by the district, other employees of the district, and parents.” (Ed. Code § 47605, subd. (b).)

The Petition proposes to establish a non-classroom based charter school to serve seventh (7th) through twelfth (12th) grade students for a period of five (5) years from July 1, 2018 to June 30, 2023. Petitioner aspires “to be a public, non-classroom based charter school with a career and vocational emphasis.” (Petition, pg. 16.) The Petition states that the school will be open to all students who wish to attend and has a special focus on serving the following students populations: High risk, out-of-school youth; Disenfranchised students including wards of the court; Dropouts and pregnant/ parenting teens; Students who have not been successful in traditional schools for a variety of reasons; and 5th year seniors. (Petition, pg. 16.)

SAVA-SCUSD will be part of Gateway Community Charters (“GCC”) which has been in operation since 2003 and currently serves over 4,500 transitional kindergarten through twelfth (12th) grade students throughout the Sacramento region. (Petition, pg. 7.) GCC has managed a Sacramento Academic and Vocational Academy Charter that is authorized by Twin Rivers Unified School District (“SAVA-TRUSD”) and currently operates four (4) resource centers, some of which are within the boundaries of the Sacramento City Unified School District. (Petition, pg. 16.) Although, in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, the California Court of Appeal held that the geographic and site limitations of the Charter Schools Act (Ed. Code § 47605 *et seq.*) are applicable to all charter schools, including non-classroom based programs. Petitioner acknowledges these geographic restrictions and site limitations stating, “Due to the Anderson USD v. Shasta decision regarding the locations of resource centers, Gateway Community Charters is seeking to bring its sites into compliance while continuing to serve its significant Sacramento City Unified School District population through this proposed new charter.” (Petition, pg. 16.) Given that Petitioner’s current charter was authorized by Twin Rivers Unified School District, while Petitioner’s schools operate in the geographic boundaries of the Sacramento City Unified School District, the Petitioner is currently non-compliant with the *Anderson* decision cited above. Petitioner also claims an exemption from the geographic limitations of the Charter Schools Act due to their affiliation with Workforce Innovation and Opportunity Act (“WIOA”) providers. (Ed. Code, § 47605.1(g).) WIOA is a federal program designed to improve the nation’s workforce and assist individuals, including youth and those with significant barriers to employment, attain high-quality jobs and careers. (P.L. 113-128.) Further discussion regarding the Charter School’s WIOA affiliation, and its claim that it is exempt from geographic restrictions of the Charter Schools Act, is discussed in greater detail, below.

While Petitioner is submitting an initial petition for a new charter school, Petitioner provided 2015 student achievement data for students attending current SAVA schools. (Appx. G, pg. 118.)

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District Staff also looked at SAVA's current student proficiency data on the California Department of Education's website. In 2016, over eighty percent (80%) of all SAVA students failed to achieve proficiency in Reading and over ninety percent (90%) failed to achieve proficiency in Mathematics.¹ The District outperformed SAVA in all student groups in both English Language Arts and Mathematics. In science, eight (8th) grade student proficiency has declined for the last three years and tenth (10th) grader proficiency declined in 2015-2016. It is recognized, however, that SAVA largely provides alternative educational placement for students who have struggled in more traditional educational placements.

II. DRIVING GOVERNANCE

The Charter Schools Act of 1992 ("Act") governs the creation of charter schools in the State of California. The Act includes Education Code section 47605, subdivision (b), which provides the standards and criteria for petition review, and provides that a school district governing board considering whether to grant a charter petition "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." (Ed. Code, § 47605, subd. (b).) Specifically, the governing board may not deny a petition unless it makes written factual findings setting forth specific facts to support one, or more of six findings:

- 1) The charter school presents an unsound educational program for the students to be enrolled in the charter school;
- 2) The petitioner is demonstrably unlikely to successfully implement the program set forth in the petition;
- 3) The petition does not contain the number of signatures prescribed by Education Code section 47605, subdivisions (a)(1)(A) or (a)(1)(B);
- 4) The petition does not contain an affirmation of each of the conditions set forth in Education Code section 47605, subdivision (d), including that the charter school: (1) will be nonsectarian in its admission policies, employment practices and all other operations; (2) will not charge tuition; and (3) will not discriminate against any student on the basis of the characteristics set forth in Education Code section 220;

¹<https://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstCounty=34&lstDistrict=76505-0114272&lstSchool=0114272>

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- 5) The petition does not contain reasonably comprehensive descriptions of fifteen certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5) (A-O), which describes fifteen separate elements that must be addressed in every petition to establish a charter school. These elements include a description of the School's governance structure, admissions policy, health and safety and student discipline policies; or
- 6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7 of Division 4 of Title 1 of the Government Code.

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by a proposed charter school, the manner in which administrative services will be provided, potential civil liabilities for the school district, and a three year projected operational budget and cash flow. (Ed Code § 47605, subd. (g)).

Results of Petition Review (Findings of Fact Determinations):

The Petition evaluation that follows summarizes the consensus of the District reviewers with respect to the educational program and proposed school operations, pursuant to the petition review process. The following Findings of Fact, and specific facts in support thereof, have been grouped for convenience under the aforementioned grounds for denial of the Petition. Certain Findings of Fact support more than one ground for denial of the Petition.

A. Petitioner is Demonstrably Unlikely to Successfully Implement the Programs Set Forth in the Petition

When determining whether Petitioner is likely to successfully implement the program described in the Petition, it is the District's practice to evaluate the Petitioner's ability to: demonstrate that it is familiar with the content of the Petition and the requirements of law applicable to the proposed school, present a realistic financial and operational plan, have the necessary background in areas critical to the Charter School's success, or have a plan for securing the services of individuals with the necessary background, including curriculum, instruction, assessment, finance and business management. Based upon the information provided in the Petition, Petitioner is demonstrably unlikely to successfully implement the educational program for the following reasons:

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i. The Petition Presents an Improper Plan for Facilities

- a. The Charter School attempts to locate outside of the boundaries of the District, without qualifying for the necessary exemptions.

Petitioner's proposed plan for facilities does not comply with the requirements of law, and therefore the Petitioner is unlikely to successfully implement its program, as proposed.

Pursuant to Education Code section 47605, subdivision (a) (1), a charter school must "operate *within the geographic boundaries of that [chartering] school district.*" (Emphasis added.) A charter school may only operate outside of the geographic boundaries of its chartering district if a specific statutory exception applies. The operation of a charter school outside of the chartering school district should be the rare exception, not the rule. However, post *Anderson* (discussed prior) there is a trend by charter schools to claim federal Workplace Innovation and Opportunity Act affiliation in order to exempt the charter school from any geographic restrictions, at all.

Petitioner proposes the operation of a number of resource centers and school sites, some of which are not located within the boundaries of the District:

[T]he proposed school site and resource centers will be located at 5330 Power Inn Rd., Sacramento, 6207 Logan St, Sacramento, and potentially 810 Grand Avenue, Sacramento, 2469 Rio Linda Blvd. Sacramento, 3141 Dwight Road in Elk Grove [*located in the Elk Grove Unified School District*], and a location to be determined in South Sacramento.

In support of its proposal to open resource centers outside of the boundaries of the District, Petitioner claims that it meets the federal Workplace Innovation and Opportunity Act exemption provided in Education Code section 47605.1, subdivision (g) (1):

GCC is in an exclusive partnership with local Workforce Boards (WIOA) to provide quality educational services in alignment with California Education Code 47605. [*sic*] (g)(1)

As a preliminary matter, Petitioner's attempt to claim the WIOA exemption is inconsistent with its past practice. Petitioner models the Charter School after its current charter school in the Twin Rivers Unified School District ("Twin Rivers") (Petition, pg. 7.), and claims to be petitioning the District to ensure its facilities are in compliance with the law following the *Anderson* decision. However, if the Twin Rivers charter school program and the proposed Charter School program are essentially the same, why didn't the Petitioner simply claim the WIOA exemption in Twin

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Rivers? Instead, Petitioner sought the assistance of Twin Rivers to procure a one-year waiver of the geographical restrictions from the California Department of Education, all but acknowledging that no exemption to the geographical restrictions was applicable.

More importantly, as explained below, the Charter School does not meet the requirements of the WIOA exemption, or any other applicable exemption, and therefore Petitioner's proposed plan for facilities does not comply with the requirements of law.

A charter school may be exempt from the Charter School Act's geographic restrictions if it operates in exclusive partnership with a federal Workplace Innovation and Opportunity Act program ("WIOA"). Education Code section 47605.1, subdivision (g)(1) provides:

(g) Notwithstanding any other law, the jurisdictional limitations set forth in this section do not apply to a charter school that provides instruction exclusively in partnership with any of the following:

(1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).

No court of appeal in California has reviewed the WIOA exemption, and there is very little guidance available regarding the proper interpretation of the exemption. However, the WIOA exemption was the subject of recent litigation heard by the San Diego County Superior Court. While superior court decisions are not precedential, they are persuasive authority. In *Grossmont Union High School District v. Julian Union Elementary School District et al.* (Super. Ct. San Diego, 2017, No 37-2015-00033720), the Superior Court determined that the Diego Valley Public Charter School did not qualify for the WIOA exemption because some of the instruction offered by the charter school was not provided by or in partnership its WIOA providers:

[S]ome of the instruction provided by Diego Valley is not in partnership with WIOA providers. Therefore, based on the plain meaning of the language within Section 47605.1(g)(1), instruction at Diego Valley is not provided exclusively in partnership with WIOA providers.

(*Grossmont Union High School District v. Julian Union Elementary School District et al.* (Super. Ct. San Diego, 2017, No 37-2015-00033720).) District Staff agree with the Superior Court's interpretation that the WIOA exemption is only applicable if a charter school's entire educational program is provided exclusively in partnership with a WIOA provider. In other words, the San Diego Superior Court appears to conclude that if any of the instructional options offered by the

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charter school are not provided by a WIOA provider, then the charter school does not qualify for use of the WIOA exemption.

Here, the majority of the Charter School's educational program is not delivered by a WIOA provider and is not affiliated with the WIOA program, and therefore the WIOA exemption does not apply. The Petition states that the Charter School will deliver content through two distinct methods of instruction; an online curriculum provided by Edgenuity, and workforce readiness and career technical education. (Petition, pg. 45-46.) In a follow up letter submitted on September 25, 2017, Petitioner provided additional information on the educational program:

Students at SAVA are enrolled in two to four courses each semester through the digital curriculum accounting for ten to twenty instructional hours each week of either in person instruction at the SAVA campus or recorded instruction completed independently within the Edgenuity platform. The remaining ten to twenty hours of instructional time each week is completed through classroom based courses taken on campus at SAVA (CTE classes, Creative Writing, Art, Leadership, Biology lab, Designated ELD, etc.) and the additional independent study work done outside of class required for each those assigned courses."

Most notably, Edgenuity, which accounts for ten to twenty hours of a student's instruction during the week, is a digital instruction platform that is not offered by a WIOA provider, nor does it have anything to do with the provision of WIOA services. The Charter School acknowledges on its website that any WIOA provided instruction is "in addition to the standard high school coursework" provided through the "digital curriculum." (<http://savacharterschool.org/sava-charter-school-high-school-sacramento/><last viewed on October 10, 2017.) Because the online Edgenuity curriculum provided by the Charter School is not in partnership with WIOA providers, the Charter School's program is not provided exclusively in partnership with WIOA providers as required by Education Code section 47605.1 (g)(1).

Moreover, the fact that many Charter School students likely do not even qualify to participate in WIOA programs is further evidence that the Charter School's program is not provided exclusively in partnership with WIOA. Petitioners note that "all SAVA students receive WIOA career readiness services for [*sic*] a federal WIO provider." However, students must meet specific eligibility requirements in order to qualify for WIOA services. For example, the following are the WIOA eligibility requirements for "in school youth:"

- (a) Attending school (as defined by State law), including secondary and postsecondary school;

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(b) Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21 at time of enrollment;

(c) A low-income individual; **and**

(d) **One or more** of the following:

(1) Basic skills deficient;

(2) An English language learner;

(3) An offender;

(4) A homeless individual aged 14 to 21 or a runaway;

(5) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance or in an out-of-home placement;

(6) An individual who is pregnant or parenting;

(7) An individual with a disability; or

(8) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

(20 C.F.R. § 681.220). The qualifications of students eligible to enroll in the Charter School and the qualifications of students eligible to enroll in WIOA are not the same. In fact, it can be expected that several students enrolled in the Charter School will not be eligible to participate in a WIOA program. For example, some students in seventh and eighth grade may not meet the minimum age requirements for participation in the WIOA programs, which require students to be at least 14 years old. Additionally, many students admitted to the School may not be low-income students and meet one of the defined barriers. This point is highlighted by the fact that during the 2016-2017 school year, only 82.70% of the School's students qualified for free or reduced priced meals. (Updated Racial-Ethnic Balance Chart; Received by District 9/25/2017.) Based upon these statistics, nearly 20% of the Charter School's students may not qualify for WIOA programs because they are not considered low-income. These students' inability to qualify for WIOA services and programs would preclude many of students from participating in WIOA programs and is further evidence that the Charter School's program is not provided exclusively in partnership with WIOA.

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We note that Petitioner included a memorandum detailing the Petitioner's position that the Charter School qualifies under the WIOA exemption because at least **one** of its programs is WIOA-affiliated. Specifically, the memorandum provides:

[T]he phrase "provides instruction exclusively in partnership with [WIOA]" is best understood to mean that the charter school offers an instructional program where at least one of the program components is career or vocational training in concert with WIOA, and none that are inconsistent with WIOA.

(Appendix pg. 12.) First and foremost, Petitioner provides this interpretation of the exemption, without citing any legal or other support for their interpretation. More importantly, the San Diego Superior Court, as well as District Staff, disagree with the Petitioner's analysis, because Petitioner fails to acknowledge that the statute requires *exclusive* partnership with a WIOA program. If the exemption only required a charter school to have a single WIOA-affiliated program, then any charter school could simply offer WIOA as one aspect of their program and be fully exempt from the geographic restrictions of the Charter School's Act. This runs contrary to the California legislature's intent that the operation of a charter school outside of the chartering school district should be the rare exception, not the rule.

In addition, Petitioner states in the memorandum that the Charter School must be able to locate outside of the boundaries of the District in order for its students to participate in WIOA services:

In order to provide its academic and occupational educational program to WIOA youth participants at these locations, SAVA's educational program must be provided at the location of the providers.

(Appx. D, pg. 16.) District Staff disagrees. Just because a student receives WIOA services outside of the boundaries of the District, does not, by itself, mean that the entire SAVA program must follow and establish a facility there. Petitioner's argument is non-sensical, and inconsistent with both the letter and the spirit of the geographical restrictions set forth in the Charter Schools Act.

For all of the reasons sets forth above, the Petitioner's proposed plan to locate facilities outside of the geographical boundaries of the District does not comply with the requirements of law, and therefore the Petitioner is unlikely to successfully implement the educational program, as proposed.

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- b. Even if the Charter School is permitted by law to operate outside of the boundaries of the District, the Petition fails to abide by the requirements of law for the addition of new facility locations.

In order for the District to properly perform its mandated oversight obligations, it is imperative that the District know where the Charter School's facilities are located at all times. With this oversight obligation in mind, the Charter Schools Act made it clear that a charter school must seek prior approval from its authorizer before adding facilities during the term of its charter:

After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter. The authority that granted its charter shall consider whether to approve the proposed location at an open, public meeting. If the additional location is approved, it shall be deemed a material revision to the school's charter.

(Ed. Code, § 47605, (a)(4).) The Petitioner attempts to bypass this material revision process by indicating that it will simply provide notice to the District whenever it attempts to open a new facility:

The Charter School shall provide to the District a list of its facility locations and, if applicable, a copy of the lease and any appropriate permits/clearances for any new facilities.

The Petition fails to acknowledge the required material revision process for the addition of new facilities. Therefore, even if the Charter School was permitted by law to operate outside of the boundaries of the District (which it is not), the Petition fails to abide by the requirements of law for the addition of new facility locations.

ii. The Petitioner Fails to Provide a Clear and Comprehensive Budget

a. Inadequate Financial Plan

Petitioner fails to present an adequate financial plan for the Charter School's operations. Petitioner states, "SAVA-SCUSD plans to issue a loan from the California School Finance Authority Revolving Loan Program in the amount of \$250,000 in 2018-2019." (Appx. R, pg. 313.) The Petition also indicates that the Charter School plans to 'borrow short term amounts from Gateway Community Charters and possibly from its already established line of credit from Wells Fargo for operating cash as it awaits its collection from the State of its various sources of

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funds and in-lieu of property tax from the District.” (Appx. R., pg. 313.) Additionally, the Petition claims that loans from GCC are “expected to cap out at \$1,685,835 in 2018-19 and \$106,479 in 2019-20.” (Appx. R, pg. 313.)

District Staff are concerned about the financial stability of the Petitioner’s current financial plan. Specifically, the Petition states that the Charter School “plans” to take out loans from the California School Finance Authority Revolving Loan Program and GCC or Wells Fargo. (Appx. R, pg. 313.) District Staff are concerned what may happen if these planned loans are not approved or the school cannot receive financing. The planned loan from the California School Finance Authority Revolving Loan Program is expected to amount to \$250,000. (Appx. R, pg. 313.) While it is unclear how much the short term loan amounts from Gateway Community Charters and possibly from Wells Fargo would amount to, the Petition indicates that the loans from GCC will cap out at \$1,685,835 in 2018-19. (Appx. R, pg. 313.) When combining only the two loans cited above, the total loan amounts would equal \$1,935,835. These loans would account for 26% of the total receipts for 2018-2019, which are estimated to total \$7,416,145. (Appx. R, pg. 321.) These numbers are even more concerning when considering that the Petitioner indicates a net cash flow of only \$414,019 after paying all expenses in 2018-2019. (Appx. R, pg. 321.) Therefore, if the Petitioner does not receive the planned loans, the Charter School would immediately be operating at a deficit of \$1,521,816 during the 2018-2019 fiscal year.

b. Budget Impact of Inconsistent Average Daily Attendance Figures

While Petitioner claims that it is proposing the new SAVA-SCUSD in order to bring its current SAVA-TRUSD resource centers in the Sacramento area into compliance with the *Anderson* decision, the Petition is unclear regarding which currently operated SAVA-TRUSD resource centers will be a part of the new SAVA-SCUSD (Petition, pg. 16.) This creates unclear revenue projections because of inconsistent Average Daily Attendance (“ADA”) figures for the proposed Charter School. (Petition, pg. 16.) Petitioner states that SAVA-TRUSD enrollment figures were 928 students in 2016-2017 and are 807 students for 2017-2018. (Petition, pg. 30.) However, the Petition also states that the 2016-2017 student enrollment was only 663 students for students at SAVA-TRUSD. (Petition, pg. 31.) The Petitioner’s numbers vary even further when reviewing the proposed budget, which states, “Enrollment for SAVA-SCUSD is estimated to be flat at 455 beginning in 2018-19 through 2020-21.” (Appx. R, pg. 311.) These differences may be due to the Petitioner only listing two (2) sites as transferring to SAVA-SCUSD in the Appendix (Appx. R, pg. 311.), while the Petition lists four (4) proposed sites for the location of SAVA-SCUSD. (Petition, pg. 151.) These varying ADA projections are a result of Petitioner’s failure to clarify which resource centers will be a part of SAVA-SCUSD and how many students will attend each of those resource centers. This confusion is furthered caused by Dr. Cindy Petersen’s letter of

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intent that was submitted to the District on August 17, 2017, which states, “SAVA-SCUSD seeks to be a non-classroom based charter school serving grades 7-12 with an anticipated initial enrollment of 700 students and an anticipated year five enrollment of 1200 students.”²

District Staff are concerned that these drastically different ADA figures could have a significant impact on the Charter School’s financial stability. Specifically, the Petitioner has budgeted to receive a total of \$7,416,145 during the 2018-2019 school year including all sources of funding. ((Appx. R, pg. 318.) If this amount is based on 807 students as stated in the Petition (Petition, pg. 30.), this would amount to funding of \$9,189.77 per student during the 2018-2019 school year. Although, if Petitioner is expecting to receive this amount for 455 students as also indicated in the Petition (Appx. R, pg. 311.), that would amount to funding of \$16,299.22 per student. The Petitioner’s proposed ADA figures result in a difference of \$7,109.45 per student depending on which ADA number was used to create the proposed budget. These varying ADA figures result in a total budget variance of approximately \$2,502,526.40 depending on whether the school has 807 students or 455 students. This difference is significant because it totals thirty-four (34) percent of the Charter School’s total projected revenues.

These revenue inconsistencies, specifically regarding the projected ADA, could substantially impact the School’s financial stability. If the School is not financially stable, District Staff are concerned that this may have a negative impact on student achievement because the school may have to cut necessary services, forego purchasing books and technology, and reduce staffing levels to make up these budget deficiencies. Petitioner’s current budget proposal lacks a clear and comprehensive plan that would ensure the school’s financial stability and allow for the successful implementation of the educational program.

c. The Petition Presents an Inadequate Plan for Staffing. This Impacts the Budget.

The Petition fails to provide a comprehensive and detailed plan for staffing the proposed Charter School. Specifically, Petitioner states that the school will employ fifty-two (52) teachers at SAVA-SCUSD. (Petition, pg. 113.) Based upon the Petitioner’s current enrollment figures for the 2017-2018 school year, the Petitioner states it currently has 807 students enrolled at the current SAVA-TRUSD sites operating in Sacramento.

² Confusion is further caused by Petitioner’s submission of a charter school petition to the Elk Grove Unified School District. While Petitioner signed the assurances and disclosures in the Petition, which include “Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 90 days of the petition submission date”, SCUSD was never notified by Petitioner of its submission to the Elk Grove Unified School District.

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| As of date: 9/6/17 | | | |
|--------------------|--------------------|-------------------------------|-----------------------------------|
| Teachers: | Number of teachers | Number of credentials current | Number of appropriate assignments |
| K | - | - | - |
| 1 | - | - | - |
| 2 | - | - | - |
| 3 | - | - | - |
| 4 | - | - | - |
| 5 | - | - | - |
| 6 | - | - | - |
| 7-8 | 4 | 4 | 4 |
| 9-12 | 48 | 48 | 48 |
| Totals | 52 | 52 | 52 |

(Petition, pg. 113.) This would mean that the school has and intends to maintain a student to teacher ratio of about 16 students per teacher. District Staff are concerned that this number appears very low when compared to other non-classroom based programs. This concern is amplified because the Petition lacks information regarding whether all fifty-two (52) teachers will be located and teaching at the proposed SAVA-SCUSD site or whether these fifty-two (52) teachers will be shared between other GCC school sites. Given that GCC educates nearly 4,500 students in transitional kindergarten through twelfth (12th) grade (Petition, pg. 7.), if only 52 teachers are shared between all GCC school sites, this would result in a student to teacher ratio of nearly 87 students per teacher. This would result in significant understaffing, high student-to-teacher ratios, and less individualized attention for students.

While petitioner claims that fifty-two (52) teachers will be hired (Petition, pg. 52.), Petitioner only budgeted for twenty-eight (28) teachers as illustrated in the chart above. (Appx. R, pg. 314.) If this is the correct staffing level, this would push the student to teacher ratio to nearly 29 students per teacher. These inconsistencies within the petition concern District Staff because they illustrate the Petitioner's failure to provide a clear and accurate staffing plan for the proposed Charter School, which would have a direct impact on student achievement.

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| Object | 2018-19 FTE | 2018-19 Budget | 2019-20 FTE | 2019-20 Budget | 2020-21 FTE | 2020-21 Budget |
|--|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| 1100-1199 Teachers' Salaries & Wages | 28 | \$1,766,940 | 28 | \$1,841,596 | 28 | \$1,919,531 |
| 1200-1299 Certificated Pupil Support Salaries & Wages | 3 | \$173,027 | 3 | \$180,900 | 3 | \$189,131 |
| 1300-1399 Certificated Administrators Salaries & Wages | 4 | \$304,072 | 4 | \$317,861 | 4 | \$332,279 |
| 1900-1999 Other Certificated Salaries & Wages | * | \$6,218 | * | \$6,342 | * | \$6,469 |
| Total | 35 | \$2,250,257 | 35 | \$2,346,699 | 35 | \$2,447,410 |
| P-2 ADA to Certificated FTE Ratio | 13/1 | | 13/1 | | 13/1 | |

(Appx. R, pg. 314.) Additionally, District Staff are concerned that the Petitioner's inconsistent staffing plan for teachers may impact the school's financial stability. Specifically, if the Charter School hired fifty-two (52) teachers, this would amount to a salary of only \$33,979.62 per teacher, not including benefits. Whereas, if the Charter School hires only twenty-eight (28) teachers, this would amount to a salary of \$63,105 per teacher, not including benefits. This salary difference amounts to a variance of \$29,125.38 per teacher. For twenty-eight (28) teachers, the salary difference would amount to \$815,510.64, and if the school hires fifty-two (52) teachers the salary difference would be \$1,514,519.76. Therefore, the Petitioner's proposed certificated salaries create significant concerns due to the differences in the costs of staffing.

iv. The Petition Provides an Inadequate Plan for Parental Participation and Lacks a Reasonably Comprehensive Description of the Charter School's Governance

A charter petition must include a reasonably comprehensive description of, "the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." (Ed. Code, § 47605, subd. (b)(5)(D).) Here, the Petition does not provide for sufficient parental involvement in the governance process.

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The Petitioner states, “The GCC Board of Directors meets regularly, at least once a month (except during the summer) and in accordance with the Brown Act.” (Petition, pg. 103.) The Petition lacks information regarding where the Board meetings are held or how parents can participate. When viewing the SAVA website, there is no mention of the Board or Board meetings. (<http://savacharterschool.org/>) Instead, a parent would be required to go to GCC’s website to find information about the Board and the time and locations of Board meetings. (<http://www.gcccharters.org/gcc-board/>.) While students and parents in classroom based programs could be informed of Board meetings by posted agendas at school sites, students and parents in non-classroom based programs will be more reliant on the Charter School’s website for information regarding Board meetings. Additionally, many parents and students may be unaware of SAVA’s relationship with GCC or the need to visit the GCC website in order to find information regarding the Board or Board meetings. Petitioner’s failure to provide clear information regarding GCC’s Board meetings on its website would likely result in insufficient parental participation in the school’s governance process.

The petition also states that the Charter School will voluntarily comply with Government Code section 1090 *et seq.* (Petition, pg. 103.) Although, the Petitioner states, “The District agrees that if the Charter School has an opportunity it would like to pursue, but is prevented from doing so due to its voluntary agreement to comply with Government Code Section 1090, the District will in good faith consider an amendment to this charter and the MOUS to allow such opportunity provided all other applicable conflict of interest laws are followed. District agreement shall not be unreasonably withheld.” (Petition, pg. 103.) The Petitioner’s language is contractual in nature, but the District does not consider this Petition to be a contract. The District will not pre-commit to these changes and any changes regarding the Charter School’s compliance with Government Code section 1090 would be subject to the material amendment process.

v. The Petition Presents an Inadequate Plan for the Use of Technology

The Petition lacks a clear and comprehensive plan for the use of technology. Petitioner indicates technology will be an integral part of the Charter School’s educational program: “SAVA-SCUSD will utilize an A-G approved online curriculum.” (Petition, pg. 45.) “Online courses provide opportunities for initial credit or credit recovery.” (Petition, pg. 45.)

However, the Petition lacks crucial discussion regarding the technological program, such as how students will access online course content. The Petition states, “Although many students lack the technology resources at their homes, each SAVA-SCUSD location will contain classroom sets of student accessible computers for educational use.” (Petition, pg. 49.) This statement fails to

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identify the number of computers that will actually be available to students or when these computers will be made available for student use. While the Appendix provides information regarding a student one-to-one Google Chromebook program, the Petition fails to provide any other details about this program. (Appx. X, pg. 353-358.) The budget also lacks any specific details regarding how such a program would be funded. (Appx. R., pg. 319.) Even if the one-to-one program is successfully implemented, the Petition fails to address how students without internet access at home would utilize the online curriculum. The Petitioner's only mention of internet access for students suggests that students could use a public library. (Appx. E, pg. 18.) Given that Petitioner's educational program relies on extensive online, non-classroom based instruction these are important issues that the petition fails to adequately address. District Staff are concerned that the Petitioner's lack of a detailed technology plan could result in many students not being able to successfully participate in the proposed online program.

B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements Set Forth in Education Code section 47605, Subdivisions (b)(5)(A-P).

The Petition serves as the Petitioner's proposal for the Charter School's establishment and operation. As such, the Petition must provide reasonably comprehensive descriptions of certain essential elements in its program and operations as required in Education Code section 47605, subdivisions (b)(5)(A-O). The following elements do not meet this standard due to incomplete or inadequate information, which in some instances contradict the requirements of the law:

i. The Petition Does Not Contain a Reasonably Comprehensive Description of the Educational Program

As detailed below, the Petition's description of the proposed Charter School fails to provide a clear and comprehensive description of key aspects of the educational program.

The Petition fails to provide a reasonably comprehensive description of the educational program. The Petition states, "The mission of the Sacramento Academic and Vocational Academy-SCUSD is to provide high quality curriculum, instructional support, career exploration and preparation in a non-classroom based environment for 7-12th grade students." (Petition, pg. 21.) The Petition describes the education program as, "An instructional program which integrates and bridges independent study, school-based learning and worked based learning." (Petition, pg. 22.) These generalized descriptions of the educational program fail to adequately describe what the academic program will look like for students on a day to day basis, and the Petition fails to provide a student "day in the life" summary for any of the grade levels that it serves.

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Overall, Petitioner fails to provide a comprehensive description of how the educational program will be delivered to students. The Petition only states that it will deliver content through non-classroom based instruction, online curriculum, and workforce readiness and career technical education. (Petition, pg. 45-46.) The omission of a clear description of the educational program required District Staff to issue subsequent inquiries regarding the educational program. District Staff requested that the Petitioner provide more detailed information regarding the time students will be experiencing real time and/ or recorded instruction for Edgenuity, which is the Charter School's online curriculum software. The Petitioner issued the following response on September 25, 2017:

“Edgenuity is a learning management system that gives teachers the flexibility needed to personalize learning, customize curriculum, and manage students’ educational programs with real-time data and reporting. Courses in Edgenuity are built using an instructional model grounded in research and are Common Core and NGSS aligned. This digital platform combines direct instruction videos featuring expert, on screen teachers with rigorous assignments, performance tasks, and assessments to engage students in subject area mastery. Edgenuity also incorporates multimedia tools and resources and provides real-world applications to ensure students build content knowledge and inspire deeper understanding. Real-time reports identify students who are falling behind or not mastering material, allowing SAVA teachers to intervene quickly and get students back on track. Students at SAVA are enrolled in two to four courses each semester through the digital curriculum accounting for ten to twenty instructional hours each week of either in person instruction at the SAVA campus or recorded instruction completed independently within the Edgenuity platform. The remaining ten to twenty hours of instructional time each week is completed through classroom based courses taken on campus at SAVA (CTE classes, Creative Writing, Art, Leadership, Biology lab, Designated ELD, etc.) and the additional Independent study work done outside of class required for each those assigned courses.”

District Staff are concerned that the additional information provided by the Petitioner continues to lack a detailed description of the educational program. The generalization that students will be enrolled in two to four courses and receive ten to twenty hours of instructional time per week with the remaining ten to twenty hours per week completed through classroom based courses does not provide an adequate description of the academic program or sufficiently describe how it will be successfully delivered to students. For example, what does the pupil interaction with teachers look like? While the Petition states, “The school will meet all state requirements regarding minimum number of school days and annual instructional minutes”, the Petition lacks specifics of how this will be done. (Petition, pg. 23.)

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The Petition fails to provide a reasonably comprehensive description of the proposed Career and Technical Education Pathways that will be provided to students. Specifically, the Petition states that the Charter School will seek articulation for a large number of the courses that the Charter School plans to offer. (Petition, pg. 47-49.) The courses not currently articulated include: Poultry Science 2, Plant Science 2, Photo 2, Construction, Culinary, Emergency Medical Response, Basic Fire Protection, Beginning Wildland Fire, Advanced Wildland Fire. (Petition, pg. 47-49.) The Petition lacks information regarding whether all other courses provided under the career and technical education program are already in place or whether SAVA-SCUSD will need to establish those courses as well. (Petition, pg. 47-49.)

a. Special Education

The Charter School intends to operate as a local educational agency of the El Dorado Special Education Plan Area. (Petition, pg. 70.) The Charter School has historically enrolled a high number of special education students. As of the 2017-2018 school year, 186 of the 807 students enrolled in the Charter School (over 23% of the entire Charter School enrollment) were classified as special education students. (Petition, pg. 118.) With such a high number of special education students, it is imperative that the Petitioner set out a reasonably comprehensive description of its plan to serve special education students.

The Petitioner's plan for serving special education students is incomplete and inadequate. The Petition proposes a non-classroom based program that "integrates and bridges independent study, school-based, learning and work-based learning." (Petition, pg. 22.) Relevant here, Education Code section 51745, subdivision (c) prohibits students eligible to receive special education services from participating in independent study, unless his or her individualized education program ("IEP") provides for such participation. In other words, a special education student may only participate in the Charter School's proposed independent study educational program if that placement is specifically deemed appropriate by the student's IEP team. (Ed. Code, § 51745, subd. (c).) Petitioner fails to acknowledge this requirement, fails to provide a detailed plan for ensuring that special education students are only placed within the Charter School's independent study program when directed by the IEP team, and fails to detail what the Charter School will do if the IEP team determines that the non-classroom based environment is not an appropriate placement for a particular student. (Ed. Code, § 51745, subd. (c).)

ii. The Petition Does Not Contain a Reasonably Comprehensive Description of the Charter School's Health and Safety Plan

Pursuant to Education Code section 47605, subsection (b)(5)(F), a charter petition should include "procedures that the school will follow to ensure the health and safety of pupils and staff." The

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Petition fails to provide a reasonably comprehensive description of school health and safety procedures. Petitioner's health and safety policies assign specific duties to school staff members in the event of various emergency situations. (Appx. N.) Below are the general duties of a Principal in an emergency. (Appx. N, pg. 264.)

Staff Responsibilities

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Central Office informed and, if necessary, set up telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

These various duties assigned to the Principal are critical to students and staff members being able to safely evacuate and/or take cover in emergency situations. (Appx. N., pg. 248.) The Principal is also assigned critical tasks in multiple emergency situations including: emergency procedures, fires, earthquakes, floods, severe weather, electrical failure, gas line breaks, water main breaks, water contamination incidents, lockdowns, shootings, bomb threats, deaths, suicides, and suicide preventions. (Appx. N, pg. 248-254.) While these responsibilities would typically be permissible for a Principal to perform, Petitioner lacks to acknowledge that it will only have one (1) Principal for four (4) school sites. (Appx. M, pg. 170.) Petitioner may argue that these responsibilities can be delegated to Vice Principals, but the Firehouse site will not even have a Vice Principal. (Appx. M, pg. 170.) The Petitioner's proposed health and safety plan appears to be based on a generalized school site and does not take the Charter School's proposed staffing into consideration. These oversights would place students and staff in danger in the event of an emergency situation.

iii. The Petition Does Not Contain a Reasonably Comprehensive Description of the Charter School's Plan to Achieve Racial and Ethnic Balance

A charter petition must include a reasonably comprehensive description of "the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the

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general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted..." (Ed. Code, § 47605, subd. (b)(5)(G).) The Petition does not contain a reasonably comprehensive plan to achieve racial and ethnic balance.

The Petition states, "The Charter School shall implement a student recruitment strategy that strives to ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District that includes, but is not necessarily limited to, the following strategies": (Petition, pg. 119.)

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District and surrounding area of the Charter School.
- 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 territorial jurisdiction of the District and surrounding area of the Charter School.
- SAVA-SCUSD utilizes recruitment strategies such as, Social Media, Radio, Website, Direct Mail, and Community Events.
- Informational materials will be translated into Spanish.
- SAVA-SCUSD meetings in selected areas throughout the District to reach prospective students and parents.

The Petitioner's outreach strategies, listed above, fail to provide any specific details regarding outreach strategies. The strategies are generalized and fail to include specific dates, times, groups, or areas where these strategies will be implemented. While the Sacramento area has a significantly wide range of households with languages other than English and Spanish, Petitioner only proposes to produce outreach materials in those two languages, which may preclude students from other language backgrounds from applying and attending the Charter School. (Petition, pg. 117.)

The Petition fails to identify any plan to monitor and correct racial and ethnic imbalances. On September 25, 2017, Petitioner provided a revised racial and ethnic balance chart (see below) to correct errors contained in the chart submitted with the Petition (Petition, pg. 118.) The chart indicates that the racial and ethnic balance of SAVA-TRUSD does not currently match that of SCUSD. Specifically, the African American and Asian subgroups show a large difference between SAVA-TRUSD and the District's enrollment of these student populations. Petitioner should seek to enroll a student population reflective of that of the District. Although, Petitioner's

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failure to provide a detailed plan to ensure racial and ethnic balance with the District makes it seem as though this will not happen.

| E7 - Racial-Ethnic Balance | | | | | | | | | | |
|---|--------------------|-------------------|-------------------|--------------------|----------------|--------------------|--------------------|----------------|--------------------|--------------------|
| (*District information does not include charter school students.) | | | | | | | | | | |
| | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2016-17 | 2016-17 | 2016-17 | 2015-16 | 2015-16 | 2015-16 |
| Student Population | District: # | Site: # | Site: % | District: % | Site: % | District: % | District: # | Site: % | District: % | District: # |
| Status as of: 9/6/17 | | | | | | Official | Official | Official | Official | Official |
| - Total Enrollment | Unavailable | 807 | 100% | Unavailable | 928 - 100% | 100 | 41,085 | 849 - 100% | 100 | 41,028 |
| - EL | Unavailable | 93 | 12% | Unavailable | 12.30% | 19.8 | 8,143 | 13% | 15.4 | 6,305 |
| - SPED | Unavailable | 186 | 23% | Unavailable | 21.20% | 13.3 | 5,455 | 20.10% | 13.7 | 5,601 |
| - FRPM | Unavailable | not yet available | not yet available | Unavailable | 82.70% | 70.3 | 28,876 | 82% | 72.6 | 29,772 |
| - Foster Youth | Unavailable | 12 | 1% | Unavailable | 1.70% | < 1.0 | 261 | 0.80% | < 1.0 | 276 |
| - Homeless | Unavailable | 19 | 2% | Unavailable | 2.00% | 0.8 | 367 | 1.50% | 1.5 | 611 |
| - African American | Unavailable | 218 | 27% | Unavailable | 28.70% | 14.2 | 5,818 | 29.10% | 14.8 | 6,083 |
| - American Indian | Unavailable | 31 | 4% | Unavailable | 3.80% | 0.6 | 251 | 4.80% | 0.6 | 262 |
| - Asian | Unavailable | 9 | 1% | Unavailable | 0.90% | 17.6 | 7,219 | 1.10% | 17.8 | 7,290 |
| - Filipino | Unavailable | 9 | 1% | Unavailable | 1.60% | 1.5 | 604 | 1.50% | 1.4 | 590 |
| - Hispanic | Unavailable | 321 | 40% | Unavailable | 37.80% | 39.3 | 16,136 | 33.60% | 38.7 | 15,889 |
| - Pacific Islander | Unavailable | 14 | 2% | Unavailable | 1.40% | 2.2 | 891 | 0.70% | 2 | 803 |
| - White | Unavailable | 163 | 20% | Unavailable | 21.60% | 18.2 | 7,476 | 23.20% | 18.5 | 7,600 |
| - Two or More Races | Unavailable | 0 | 0% | Unavailable | 0% | 6.5 | 2,690 | 0 | 6.1 | 2,501 |
| - No Race Indicated | Unavailable | Unavailable | Unavailable | Unavailable | Unavailable | Unavailable | Unavailable | Unavailable | < 1.0 | 10 |

(Revised E7 Table; District Staff received via email on September 25, 2017.)

iv. The Petition Does Not Contain Reasonably Comprehensive Description of the Charter School’s Admissions Requirements

California Education Code section 47605, subsection (b)(5)(H), requires a charter school to identify “admissions requirements, if any.” The Petition lacks a comprehensive description of admissions requirements and the enrollment process.

The Petition states, “If the number of students wishing to attend SAVA-SCUSD exceeds SAVA-SCUSD’s capacity, admission to SAVA-SCUSD, except for existing students of the School who are guaranteed admission the following school year, shall be determined by public random drawing.” (Petition, pg. 119.) For students who do not exceed the school’s capacity, it appears

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that they simply complete an application and enroll at the same time, instead of having a separate application and enrollment period. (Appx. X, pg. 336.)

For students who exceed the school's capacity, they would be subject to a random public drawing. (Petition, pg. 119.) The Petition lacks a reasonably comprehensive description of how the Charter School's lottery process would be implemented. The Petition states, "Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date." (Petition, pg. 119-120.) This vague description of the lottery process fails to provide details regarding how the Charter School's admissions preferences discussed below are applied when implementing the lottery.

The Board should be aware of the admissions preferences proposed in the Petition in the event that a lottery is conducted. The Petition grants preferences in the lottery as follows:

| Student Preferences in Admissions (Petition, pg. 119.) |
|---|
| 1. Existing students of SAVA-SCUSD |
| 2. Siblings of students admitted to or attending SAVA-SCUSD who reside in the District |
| 3. Siblings of students admitted to or attending SAVA-SCUSD who reside outside the District |
| 4. Children of SAVA-SCUSD employees who reside in the District |
| 5. Children of SAVA-SCUSD employees who reside outside the District |
| 6. All other residents of the District |
| 7. All other applicants |

These preferences may provide preference to non-District students over District students who wish to attend SAVA-SCUSD. The Board should determine if these preferences are permissible to the District. These admissions preferences may leave little room for the admittance of non-SAVA students whose admittance may help to correct the current racial and ethnic differences that currently exist between SAVA-TRUSD and the District.

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v. The Petition Does Not Contain Reasonably Comprehensive Description of the Charter School's Dispute Resolution Procedures

Education Code section 47605, subdivision (b)(5)(N) requires a petition to include “the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” However, the Petition’s dispute resolution process goes beyond establishing a process to resolve conflicts, and instead attempts to impose requirements upon the District, including but not limited to the following:

- 1) Requiring the District to frame the disputed issues in written format and requiring the District to indicate whether the dispute could result in the revocation of the District’s charter. (Petition, pg. 146.)
- 2) The Petition requires the GCC Superintendent/CEO and the District Superintendent to informally meet and confer to resolve disputes within 5 business days from receipt of the dispute. (Petition, pg. 146.)
- 3) If the aforementioned informal meeting between the Superintendents fails, the Petition requires the District and GCC to each have two Board members meet and attempt to resolve the dispute within 15 days of its receipt. (Petition, pg. 146.)
- 4) If the dispute is not resolved by the Board members, the Petition requires both the District and GCC Superintendent to attend mediation within 60 days of receiving the complaint. (Petition, pg. 146.)

While the Petitioner acknowledges that “it cannot bind the District to dispute resolution procedure to which the District does not agree” (Petition, pg. 146.), the current dispute resolution requirements would involve extensive involvement from both the Superintendent and the District’s Board members. In the event that the Board approves this Petition, the Superintendent and the Board members reserve the right to appoint designees to participate in dispute resolution proceedings between the District and Petitioner.

III. BUDGET

State income and various other income sources to the District are reduced when students living in District boundaries enroll at a charter school. Under Education Code section 47604, subdivision (c), a school district that grants a charter to a charter school to be operated by, or as,

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a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act.

IV. GOALS, OBJECTIVES, AND MEASURES

Not Applicable.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

Due to concerns described in this report, District Staff recommends that Sacramento City Unified School District Board of Education conference and take action to approve or deny the Petition under the California Charter Schools Act, with due consideration of the factual findings in this report. The factual findings in this report demonstrate that the Petition meets the following conditions for denial under Education Code § 47605:

- 1) The Petitioner is demonstrably unlikely to successfully implement the program set forth in petition;
- 2) The Petition does not contain reasonably comprehensive descriptions of the required charter elements; and

However, the Board may allow Petitioner to remedy the aforementioned deficiencies through the use of a memorandum of understanding to be negotiated between the Petitioners and the Superintendent and/or his designee.

VII. LESSONS LEARNED / NEXT STEPS

District Staff recommends that the Board approve Resolution 2963 to approve the Petition or approve Resolution 2964 and adopt these written Findings of Fact as its own to deny the Petition.

The initial charter petition is available online at: <http://www.scusd.edu/charter-petitions>

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2963
RESOLUTION TO APPROVE THE INITIAL CHARTER PETITION OF
GATEWAY COMMUNITY CHARTERS: SACRAMENTO ACADEMIC AND
VOCATIONAL ACADEMY-SCUSD**

WHEREAS, petitioners for Gateway Community Charters (“Petitioners”) submitted to Sacramento City Unified School District (“District”) an initial charter petition (“Petition”), dated September 8, 2017 for Sacramento Academic and Vocational Academy-SCUSD; and

WHEREAS, the District’s Governing Board held a public hearing on September 21, 2017 and took board action on November 2, 2017; and

WHEREAS, the Governing Board has considered the level of public support for Sacramento Academic and Vocational Academy-SCUSD and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California 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; and

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby approves the Petition of Sacramento Academic and Vocational Academy-SCUSD.

BE IT FURTHER RESOLVED the term of the charter shall be for five (5) years, beginning on July 1, 2018 and expiring June 30, 2023.

BE IT FURTHER RESOLVED that the Petition approval is conditional upon signed Memorandums of Understanding for Operations and Special Education by Petitioners and District no later than January 18, 2018.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 2nd day of November, 2017, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____
ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Jay Hansen
President of the Board of Education

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2964**

**RESOLUTION TO DENY THE INITIAL CHARTER PETITION OF GATEWAY COMMUNITY
CHARTERS: SACRAMENTO ACADEMIC AND VOCATIONAL ACADEMY-SCUSD**

WHEREAS, petitioners for Gateway Community Charters (“Petitioners”) submitted to Sacramento City Unified School District (“District”) an initial charter petition (“Petition”), dated September 8, 2017 for Sacramento Academic and Vocational Academy-SCUSD; and

WHEREAS, the District’s Governing Board held a public hearing on September 21, 2017 and took board action on November 2, 2017; and

WHEREAS, the Governing Board has considered the level of public support for Sacramento Academic and Vocational Academy-SCUSD and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California 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;

WHEREAS, the District staff reviewed and analyzed the Petition and supporting documents for legal, programmatic, and fiscal sufficiency, and has identified deficiencies in the Petition, such that the Petition should be denied;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby adopts the written Staff Report and Proposed Findings of Fact regarding Sacramento Academic and Vocational Academy-SCUSD;

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petition does not contain reasonably comprehensive descriptions of required elements of the Petition.

BE IT FURTHER RESOLVED, that for the reasons given above, the Petition is hereby denied.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 2nd day of November, 2017, by the following vote:

AYES: ____

NOES: ____

ABSTAIN: ____

ABSENT: ____

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Jay Hansen
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.2

Meeting Date: November 2, 2017

Subject: Consider Resolution No. 2965 and 2966: Initial Charter Petition for Urban Charter Schools Collective: Hidden Figures Academy

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

Division: Academic Office

Recommendation: To take action to approve or deny the Initial Charter Petition for Urban Charter Schools Collective: Hidden Figures Academy.

Background/Rationale: Sacramento City Unified School District received Urban Charter Schools Collective: Hidden Figures Academy's initial charter petition on September 8, 2017. The Governing Board held a public hearing in accordance with Education Code Section 47605 (b) to consider the level of support for the initial charter petition of Hidden Figures Academy on September 21, 2017. District staff met with Hidden Figures Academy for a capacity interview on September 20, 2017 and conducted a comprehensive review of the initial charter petition and related submissions. The staff's analysis will be presented for Board Action on November 2, 2017.

Financial Considerations: The financial considerations are outlined within the Executive Summary.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Executive Summary
2. Resolutions 2965 and 2966
3. Charter Petition (Proposed): <http://www.scusd.edu/charter-petitions>
4. Appendices (Proposed): <http://www.scusd.edu/charter-petitions>

Estimated Time of Presentation: 10 minutes

Submitted by: Iris Taylor, Chief Academic Officer

Jack Kraemer, Director

Innovative Schools and Charter Oversight

Approved by: Jorge A. Aguilar, Superintendent

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Consider Resolution No. 2965 and 2966: Initial Charter Petition for Urban Charter Schools Collective: Hidden Figures Academy
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I. OVERVIEW / HISTORY

Action Proposed:

This Report sets forth findings based upon a review of the initial charter petition (“Petition”) for Hidden Figures Academy Middle School (“HFA” or “Charter School”) by Sacramento City Unified School District Staff and legal counsel. After a careful review, District Staff has identified a number of concerns with the Petition, including, but not limited to, the Charter School’s plan for achieving a racial and ethnic balance; its plan for serving students eligible for special education and Section 504; its plans for serving English learners and students achieving above and below grade level; and employee qualifications, all of which are set forth in this Report. District Staff believes these deficiencies could warrant denial of the Petition on the following grounds, pursuant to Education Code section 47605:

1. The Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition;
2. The Petition does not contain reasonably comprehensive descriptions of the fifteen certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5) (A-O); and

Staff recommends that the District’s governing board (“Board”) deliberate and take action to approve or deny the Petition.

In order to deny a petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” of the grounds for denying the charter. Therefore, if the Board determines it will deny this Petition, Staff recommends that the Board adopt the proposed Findings of Fact, set forth below, as its own findings.

However, Staff further believes that deficiencies in the Petition might be addressed or remedied to the Board’s satisfaction, in separate operational and special education memoranda of understanding (“MOUs”) to be entered into between the District and Petitioner.

History:

On or about September 8, 2107, the District received an initial Petition from Urban Charter Schools Collective, Inc., (“Petitioner”), a nonprofit public benefit organization. The Petition proposes the creation of Hidden Figures Academy Middle School (“HFA” or “Charter School”) for a term from November 2, 2017 through June 30, 2022. The District held a public hearing on

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September 21, 2017, so the Board could consider the “level of support for the petition by teachers employed by the district, other employees of the district, and parents.” (Ed. Code, § 47605, subd. (b).)

Petitioner has been operating Yav Pem Suab Academy (“YPSA”), a District-approved charter school serving students in kindergarten through sixth grade, since 2010. HFA would be Petitioner’s second charter school.

Petitioner states that the proposed Charter School was designed “to meet the needs expressed by parents, former middle school students, soon-to-be middle school students, educators, and community members” who were interviewed regarding their interest in a new middle school. (Petition, pp. 8-9) Petitioner did not include any of the actual surveys or interview materials for review by District Staff.

If approved, HFA would offer a classroom-based program serving students in grades 6, 7, and 8. Petitioner expects to enroll 150 students in HFA’s first year of operation (2018-2019), “with three 6th grade classes and three 7th grade classes for a total of 6 classrooms with a 25:1 student to teacher ratio.” At full enrollment, the Charter School would serve 225 students. (Petition, pp. 2, 10, and 176)

The proposed Charter School is described by Petitioner as “a small middle school with a focus on Science, Technology, Engineering, Art, and Mathematics (STEAM).” (Petition, p. 8) The Charter School intends to offer an extended school day, starting at 8:30 am and ending at 5:15 pm, except for Friday when school would be dismissed at 4:05 pm. (*Id.*) Petitioner also plans to offer “afternoon enrichment for all and *What-I-Need* (W.I.N.) sessions for students who need extra help.” (*Id.*) Like YPSA, the Charter School would offer “daily instruction in Taekwondo (TKD) martial arts and the Six Tenets of TKD: Courtesy, Integrity, Perseverance, Self-Control, Indomitable Spirit, and Victory.” (Petition, p. 11)

Petitioner states that the period from November 2, 2017 through June 30, 2018 would be a “planning year” and that school operations would not actually commence until July 1, 2018. As explained by Petitioner, HFA is applying for a \$575,000 grant from the federal Public Charter Schools Grant Program (“PCSGP”) that would help to support start-up costs during the planning year (\$375,000) and the first year of operations (\$200,000). (Petition, pp. 8, 208).

II. DRIVING GOVERNANCE

The Charter Schools Act of 1992 (“Act”) governs the creation of charter schools in the State of California. The Act includes Education Code section 47605, subdivision (b), which provides the standards and criteria for petition review, and provides that a school district governing board

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considering whether to grant a charter petition “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.” (Ed. Code, § 47605, subd. (b).) Specifically, the governing board may not deny a petition unless it makes written factual findings setting forth specific facts to support one, or more of six findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school;
2. The petitioner is demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the number of signatures prescribed by Education Code section 47605, subdivisions (a)(1)(A) or (a)(1)(B);
4. The petition does not contain an affirmation of each of the conditions set forth in Education Code section 47605, subdivision (d), including that the charter school: (1) will be nonsectarian in its admission policies, employment practices and all other operations; (2) will not charge tuition; and (3) will not discriminate against any student on the basis of the characteristics set forth in Education Code section 220;
5. The petition does not contain reasonably comprehensive descriptions of fifteen certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5) (A-O), which describes fifteen separate elements that must be addressed in every petition to establish a charter school. These elements include a description of the school’s governance structure, admissions policy, health and safety and student discipline policies; or
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7 of Division 4 of Title 1 of the Government Code.

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by a proposed charter school, the manner in which administrative services will be provided, potential civil liabilities for the school district, and a three year projected operational budget and cash flow. (Ed Code § 47605, subd. (g)).

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Results of Petition Review (Findings of Fact Determinations):

The Petition evaluation that follows summarizes the consensus of the District reviewers with respect to the educational program and proposed school operations, pursuant to the petition review process. The following Findings of Fact, and specific facts in support thereof, have been grouped for convenience under the aforementioned grounds for denial of the Petition. Certain Findings of Fact support more than one ground for denial of the Petition.

A. Petitioner is Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition

In order to successfully implement the program described in the Petition, Petitioner must demonstrate that it is familiar with the content of the Petition and the requirements of law applicable to the proposed school, present a realistic financial and operational plan, have the necessary background in areas critical to the Charter School's success, or have a plan for securing the services of individuals with the necessary background, including curriculum, instruction, assessment, finance and business management. Based upon the information provided in the Petition, Petitioner is demonstrably unlikely to successfully implement the educational program for the following reasons:

1. YPSA Academic Achievement Lags Behind District Achievement

Petitioner has operated YPSA since 2010, and many aspects of the educational program described in the Petition for the proposed Charter School replicate those offered at YPSA. For that reason, in evaluating the soundness of the educational program proposed for the Charter School, it is appropriate to examine the academic achievement of students enrolled in YPSA.

Petitioner anticipates that the majority of incoming 6th and 7th graders at the proposed Charter School will be matriculating from YPSA. Recently released results of the 2017 California Assessment of Student Performance and Progress ("CAASPP") show that the performance of YPSA's 4th through 6th grade students lags behind District student performance in nearly all measures.

On the English Language Arts ("ELA") portions of the CAASPP, overall performance of YPSA students declined 4.28% from 2015-16 to 2016-17. Of particular concern, the performance of African-American and Hispanic or Latino student groups declined by 8.5% and 11.09%, respectively. With the exception of English Learners, District student subgroups outperformed YPSA. (Petition, pp. 30-32; 2017 CAASPP scores available on CDE website at: <https://caaspp.cde.ca.gov/sb2017/default>)

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The percentages of African-American, Asian, Hispanic or Latino, White, and English Learner students **meeting or exceeding state ELA Standards in 2017**, as compared to: (1) those same student groups in District schools; and (2) three comparison middle schools John Still (Comp School 1), Susan B. Anthony (Comp School 2), and Martin Luther King, Jr. (Comp School 3) are shown below:

| | Yav Pem Suab | SCUSD | Comp School 1 | Comp School 2 | Comp School 3 |
|---------------------------|---------------------|--------------|----------------------|----------------------|----------------------|
| Overall | 24.72% | 39.41% | 15.86% | 20.00% | 28.16% |
| African-American | 12.50% | 22.11% | 11.38% | 18.18% | 27.16% |
| Asian | 27.02% | 47.56% | 21.39% | 20.35% | 41.38% |
| Hispanic or Latino | 15.91% | 31.27% | 11.56% | 17.86% | 18.60% |
| White | 33.33% | 61.35% | 0.00% | n/a | 73.07% |
| English Learners | 11.00% | 10.39% | 5.88% | 11.88% | 7.69% |

With the exception of English Learners, students in District schools also outperformed YPSA students on the Math portion of the CAASPP. (Petition, pp. 30-32; 2017 CAASPP scores available on CDE website at: <https://caaspp.cde.ca.gov/sb2017/default>)

The percentages of African-American, Asian, Hispanic or Latino, and White students **meeting or exceeding state Math Standards in 2017**, as compared to: (1) those same student groups in District schools; and (2) three comparison middle schools John Still (Comp School 1), Susan B. Anthony (Comp School 2), and Martin Luther King, Jr. (Comp School 3) are shown below:

| | Yav Pem Suab | SCUSD | Comp School 1 | Comp School 2 | Comp School 3 |
|---------------------------|---------------------|--------------|----------------------|----------------------|----------------------|
| Overall | 23.69% | 31.46% | 11.68% | 12.12% | 18.41% |
| African-American | 4.17% | 14.40% | 4.92% | 0.00% | 17.29 |
| Asian | 25.29% | 42.34% | 20.44% | 15.04% | 51.73% |
| Hispanic or Latino | 18.60% | 22.79% | 3.50% | 3.57% | 8.59% |
| White | 41.67% | 51.83% | 0.00% | n/a | 42.30% |
| English Learners | 12.87% | 11.10% | 4.98% | 2.97% | 7.69% |

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The combined percentages of YPSA 3rd through 6th graders who met or exceeded the state standards in ELA in 2017 CAASPP testing as compared to District students is shown below:

Percentages of 3rd-6th Grade Students Meeting or Exceeding State ELA Standards—2017 CAASPP

| | |
|------------------------|--------|
| 3rd Grade—Yav Pem Suab | 22.73% |
| 3rd Grade—SCUSD | 31.76% |
| | |
| 4th Grade—Yav Pem Suab | 33.34% |
| 4th Grade—SCUSD | 33.44% |
| | |
| 5th Grade—Yav Pem Suab | 18.84% |
| 5th Grade—SCUSD | 32.92% |
| | |
| 6th Grade—Yav Pem Suab | 23.33% |
| 6th Grade—SCUSD | 38.35% |

The combined percentages of YPSA 3rd through 6th graders who met or exceeded the state standards in Math in 2017 CAASPP testing as compared to District students is shown below:

Percentages of Students Meeting or Exceeding State Math Standards—2017 CAASPP

| | |
|------------------------|--------|
| 3rd Grade—Yav Pem Suab | 25.76 |
| 3rd Grade—SCUSD | 37.35% |
| | |
| 4th Grade—Yav Pem Suab | 36.62% |
| 4th Grade—SCUSD | 30.9% |
| | |
| 5th Grade—Yav Pem Suab | 15.94% |
| 5th Grade—SCUSD | 24.50% |
| | |
| 6th Grade—Yav Pem Suab | 15.00% |
| 6th Grade—SCUSD | 32.66% |

Acknowledging YPSA's poor academic performance, Petitioner states: "The data presented above suggests that much work needs to be done to improve ELA and Math skills among our incoming 6th and 7th graders, especially from YPSA, in order to have results comparable to 7th and 8th graders in traditional district schools." (Petition, p. 32)

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In reviewing CELDT results, District Staff have noted that the number of YPSA students reclassified (“redesignated”) as English language proficient in years 2014-2015 through 2016-2017, appears to be low, given the high number of English Learners enrolled. (See, additional information received from Petition following submission of Petition)

YPSA’s academic achievement data may raise concerns with the District Board, in light of the fact that Petitioner intends to offer a program at HFA similar to the program it now offers to YPSA students. That being said, the Petition notes that “YPSA earned API scores of 752, 806, and 806, respectively, during the final three years of the former state testing program, which ended in 2013.” (Petition, p. 8.)

2. Petitioner Appears to have Limited Middle School Experience

District Staff note that Petitioner appears to have limited experience operating a middle school. Specifically, the *Roster of Current UCSC Board Members as of July 27, 2017* included in the Petition’s appendices lists only three current Board members: Miles E. Myles, Lance Fang, and See Lor. (Appendix B, p. 16) The biographies for Mr. Miles and Mr. Fang do not list any actual middle school teaching or administrative experience. Ms. Lor’s biography states that she “was a former Site Instruction Coordinator and Assistant Principal at Will C. Wood Middle School.” (*Id.*) Her biography does not indicate how long Ms. Lor held those positions. Petitioner’s lack of experience in operating a middle school may be detrimental, particularly in light of the fact that middle schools must prepare students to succeed academically at the high school level.

3. The Petition Presents an Inadequate Plan to Achieve a Racial and Ethnic Balance

Pursuant to Education Code section 47605, subdivision (b)(5)(G), Petitioner must include a reasonably comprehensive description of the means by which it will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District. As detailed below, Petitioner’s plan does not adequately describe the means by which the Charter School intends to recruit a student population reflective of the population residing within the District.

The Petition includes demographic data for the District, noting that in 2016-2017, the student population in District schools was comprised of 39.49% Hispanic or Latino students, 17.42% White students, 16.58% Asian students, 16.13% African-American students, and 10.4% students from other ethnic groups. (Petition, p. 166; CDE Dataquest, available at: <http://dq/cde/ca/gov>)

In comparison, YPSA’s student population in 2016-2017 was overwhelmingly Asian (65.9%), and within that subgroup, predominantly Hmong, with a few students listed as Laotian and Chinese. The next largest ethnic group, Hispanic or Latino students, made up only 17.4% of

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YPSA's student population, followed by 8.9% African-American students, and 3.3% White students. Of particular concern, newly updated information indicates that the percentages of African-American and Hispanic or Latino students enrolled in YPSA for 2017-2018 decreased slightly from 2016-2017 (to 8% and 17%, respectively), demonstrating that Petitioner has made little progress in addressing this racial and ethnic imbalance since YPSA's charter was renewed in 2015. (Petition, pp. 27-28, 166-168; CDE Dataquest, available at: <http://dq/cde/ca/gov>; see also additional data submitted by Petitioner following submission of Petition)

Petitioner projects that a total of 140 incoming 6th and 7th graders from YPSA will enroll in the Charter School in 2018-2019 and that "due to high interest from parents at YPSA, we anticipate that most scholars the first year will come from there." Petitioner acknowledges that if their projection is accurate, the student population at HFA will, like YPSA, be predominantly Asian. (Petition, pp. 27, 168)

In order to address this racial and ethnic imbalance, Petitioner proposes to conduct "a focused campaign" during November through March of each year in neighborhoods of district elementary schools and in district elementary schools with a large percentage of students from groups underrepresented at HFA. (Petition, pp. 168-169) Petitioner includes a detailed analysis of the demographics of District schools with large percentages of students unrepresented in Petitioner's schools, but the Petition is vague as to how the Charter School actually intends to target its recruitment to African-American, Hispanic or Latino, or White students enrolled in the identified schools. (Petition, pp. 171-174) Other elements of the proposed recruitment plan are also vague and undefined, such as: running television or radio interviews and news stories featuring an event at HFA; creating a YouTube channel that would be loaded with content about HFA; and using Facebook and other social media. (Petition, p. 167) Petitioner notes that the Charter School intends to "make use of English language stations and foreign language stations (e.g., Spanish and Hmong)." (*Id.*) However, outside of targeting materials to Hmong and Spanish speakers, no mention is made of producing or distributing materials to other significant language groups represented within the District, including Chinese, Russian, and Vietnamese speakers.

Petitioner notes that if the Charter School is co-located on the campus now occupied by New Technology High School, it may attract pupils who would otherwise attend Sam Brannan or California, the two closest district middle schools—both of which have higher percentages of Hispanic or Latino, African-American, and White students than YPSA. (Petition, p. 28)

Even if the Charter School implements the measures set out in the Petition, if HFA's first year enrollment projections are accurate, only around ten spaces will be available for students coming from outside YPSA in 2018-2019. Given those circumstances, it is difficult to see how

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recruitment of such a limited number of students from underrepresented ethnic groups will help to correct this imbalance or move HFA in the direction of a racial and ethnic balance compliant with state law. Moreover, this trend is likely to continue during the remainder of the charter term, as Petitioner appears to expect that YPSA will continue serve as “feeder school” for HFA.

The Petition does not include a detailed plan for correcting and monitoring racial and ethnic imbalances, but to their credit, Petitioner intends to meet in April with “those involved in the recruitment process to review the effectiveness of the just completed recruitment season and identify improvements to be used the next year.” (Petition, p. 169)

The proposed admissions requirements described in the Petition may also increase the racial and ethnic imbalance at the proposed Charter School. For example, students residing within the District are not given an enrollment preference until “[a]fter the first year of operation and beginning with the lottery for the second year (2019-2020).” (Petition, p. 177) However, “after the first year of operation in 2018-2019, students already attending HFA will be automatically enrolled for the next year.” (*Id.*) Assuming that YPSA will provide the majority of students for the Charter School’s first year of operation, it seems unlikely that more a handful of spaces for non-YPSA students will be available via the lottery process.

As a related issue, the Petition fails to describe any specific procedures for recruiting special education students, economically disadvantaged students, and other student subgroups. In particular, the percentage of special education students enrolled at YPSA lags significantly behind the percentage enrolled in District schools. Data received from Petitioner indicates that special education students comprised 13.7 % of the student population in District schools in 2015-2016 and 13.3 % in 2016-2017. In contrast, the percentage of special education students enrolled in YPSA decreased from 5.0 % in 2015-2016 to 4.6 % in 2016-2017, and as of September 30, 2017, special education students account for only 4% of YPSA’s student population. (See additional information submitted by Petitioner following submission of Petition)

4. *The Petition Presents an Inadequate Plan for Professional Development*

A review of the teacher signature page included with the Petition appendices reveals that four of the five teachers who signed the Petition have yet to meet the requirements for a clear credential. (Petition, p. 215; see discussion of teacher signatures, below) As a result, the teachers who are likely to be hired by the Charter School are expected to be relatively inexperienced, raising concerns about gaps in the proposed professional development plan.

The Petition describes a four-year plan to implement professional development during which “the first and second years of operation are sectioned by quarterly trainings.” (Petition, pp. 121-

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123) According to the plan set out at Table 48, a module of *ELD Training (Jo Gusman)* will be provided in the 4th quarter of 2017-2018, but will not be offered again until the first quarter of 2019-2020. *GLAD* training is not offered until the second quarter of 2018-2019. District Staff have also indicated that the plan does not indicate whether professional development training will be aligned to the California ELA/ELD Framework.

The opportunities for professional development in areas related to special education and Section 504 are also limited. During the first two years of operation, training in *Special Education Including the RTI Process* is only offered during the first quarter of 2018-2019. No training modules regarding *Section 504* appear on the preliminary professional development schedule.

In July of the Charter School's first year of operation, teachers will have 10 days of professional development, but five of those days "will be dedicated to a team-building experience outside of the school." (*Id.*) Thus, the Charter School's initial teaching staff—many of whom may be relatively inexperienced—will begin the school year with a limited amount of professional development. The professional development plan, as currently structured, does not appear to be appropriate for novice teachers, particularly those with limited previous exposure to special education, Section 504, and ELD.

5. The Governance Structure Outlined in the Petition is Inadequate

A charter petition must include a reasonably comprehensive description of, "the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." (Ed. Code, § 47605, subd. (b)(5)(D).) In this case, the governance structure outlined in the Petition and the Bylaws does not provide for an appropriate number of corporate directors to ensure adequate governance of two charter schools.

In addition to the proposed Charter School, Petitioner's Board currently operates YPSA. The Bylaws provide for "no more than seven and no less than three" directors on the governing board. (Art. VII; § 3.) At present, it appears that there are only three members on the Board of Directors—Miles E. Myles (President); Lance Fang (Vice President), and See Lor (Secretary). (Appendix B, p. 16). Three other seats are listed as vacant. The seventh seat, reserved for a District representative, is also vacant. (*Id.*) At this time, the District has not chosen to appoint a District representative to the UCSC Board; however, it reserves its right to do so in the future. Concerns with the limited number of Directors on the UCSC Board were raised by the District during the YPSA renewal process in 2015. At that time, District staff that providing for a Board of only three members could limit community participation and could create issues with regard to creating a quorum to hold meetings. Since YPSA's 2015 renewal, the Bylaws have been amended to reflect that the District's representative on the governing board is a voting member. The Bylaws were also amended to clarify the procedures for removal of Board Directors.

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However, the Bylaws have not been amended to increase the minimum number of Board Directors.

In addition, the Petition says that the UCSC Board will meet at least monthly. (Petition, p. 149) However, the Bylaws provide: “Regular meetings of the Board of Directors will be held at least quarterly, according to a schedule determined at the Board’s annual meeting which shall be held in September.” (Art. VII; § 17) This discrepancy should be remedied.

6. Teacher Signatures Raise Concerns Regarding Experience of Proposed Teaching Staff

Pursuant to Education Code section 47605, subdivision (a) (1), a charter petition may be submitted to the governing board of the school district for review only after either of the following conditions is met:

- (A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.
- (B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

Petitioner submitted signatures from five teachers with its Petition (Petition, p. 215.) As noted above, HFA plans to open in 2018-2019 with three 6th grade classes and three 7th grade classes. (Petition, p. 176) Thus, the five teacher signatures appear to meet the legal threshold for number of teacher signatures required under the Education Code. (Ed. Code, § 47605(a)(1)(B).)

However, a search of the California Commission on Teacher Credentialing website indicates that, with the exception of Chandra E. Roughton, all of the teachers who signed the Petition hold preliminary teaching credentials issued between 2015 and 2017. The fact that four of the six core teachers that HFA intends to hire for 2018-2019 may be novice teachers who have not met the requirements for clear credentials raises concern that the Charter School’s teaching staff will not include an adequate number of seasoned teachers who would be available to mentor less experienced teaching staff.

Further, Ms. Roughton is listed on the UCSC webpage as “Associate Middle School Project Manager.” On the YPSA website, Ms. Roughton is also listed as Director/Treasurer of the UCSC Board of Directors (which could possibly raise conflict of interest issues if she were to accept a teaching position); however, her term on the Board may have expired since she does not

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appear on the Roster of Current UCSC Board Members as of July 27, 2017. (Appendix B, p. 16) Ms. Roughton's biography on the UCSC website states that she is a former YPSA teacher and is now CEO of Luminous Minds, in Clovis, California. This raises concerns as to whether Ms. Roughton intends to relocate from Clovis, if her current residence, in order to accept a teaching position at the proposed Charter School.

7. *The Petition Does Not Include Sufficient Information Regarding the Proposed Facilities*

Education Code section 47605, subdivision (g) requires Petitioner to, "...provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, [including] where the school intends to locate." The Petition does not include any specific information regarding facilities for the proposed Charter School, except to note that Petitioner wishes HFA to be co-located on a District site currently occupied by New Technology High School ("New Tech"). As discussed above, Petitioner's rationale for this request is twofold. First, Petitioner suggests that students matriculating from HFA may decide to attend New Tech, thus, increasing the number of New Tech students. Likewise, Petitioner suggests that co-locating on the campus occupied by New Tech might also attract students in racial and ethnic groups underrepresented at YPSA who would otherwise attend Sam Brannan or California, the two closest district middle schools. (Petition, p. 28)

However, Petitioner's reasoning is not supported by data or additional information. District Staff note that the Petition includes no demographic information or enrollment projections for New Tech, does not discuss how the physical layout of the proposed site would meet the needs of the proposed Charter School, or indicate how Petitioner intends to ensure that middle school students are not occupying the same facilities as high school students. District Staff also notes that the collective enrollment projections for New Tech and HFA may exceed the physical capacity of the campus.

B. *The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements Set Forth in Education Code section 47605, subdivisions (b)(5)(A-O).*

The Petition serves as the Petitioner's proposal for the Charter School's establishment and operation. As such, the Petition must provide reasonably comprehensive descriptions of certain essential elements in its program and operations as required in Education Code section 47605, subdivisions (b)(5)(A-O). The following elements do not meet this standard due to incomplete or inadequate information:

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1. The Petition Does Not Contain a Reasonably Comprehensive Description of the Educational Program

The Petition notes that the Charter School curriculum will have an emphasis on STEAM “using innovative STEAM curriculum from Project Lead the Way (PLTW) and Professor Pod Pi” (Petition, p. 10). The Petition includes proposed daily schedules for 6th, and 7th graders, and a sample Backwards Standards Map (“BSM”) for the first quarter of 7th grade. (Petition, pp. 49-50, 53-57.) The Petition also includes outlines of courses of study for ELD, ELA, History, Math, and Science for 6th and 7th grades. (Petition, pp. 64-109). Petitioner states that the HFA curriculum will be aligned with the Common Core State Standards (“CCSS”) for ELA; the CCSS and California History-Social Science Framework; the CCSS and Professor Pod Pi curriculum for Math; and the New Generation Science Standards (“NGSS”) and PLTW for Science. (*Id.*) All students will also participate in a social action or community service project and daily Taekwondo instruction. However, as detailed below, the Petition’s description of the proposed Charter School fails to provide a clear and comprehensive description of certain key aspects of the proposed educational program.

a. Plan for Special Education and Section 504

A charter petition must set out a reasonably comprehensive description of the charter school’s plan to serve students eligible for special education and Section 504 services. This plan should assure the chartering authority that the Charter School understands its legal obligations to serve students with disabilities. While the Petition contains broad statements as to the Petitioner’s understanding of its legal duties and responsibilities under both the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the entire plan for special education presented in the Petition is *less than two pages in length* and is missing most of the essential elements of a reasonably comprehensive plan, including, but not limited to any substantive discussion of: FAPE, Child Find, assessment, eligibility, the provision of specialized academic instruction and related services, interim placements within and outside of SELPA, least restrictive environment, the IEP process, extended school year services (“ESY”), procedural safeguards, and independent educational evaluations. (Petition, pp. 118-119) The Petition includes a brief discussion of discipline procedures for students with disabilities and the manifestation determination process, but this short discussion does not demonstrate that Petitioner understands its obligations under state and federal law with regard to discipline of students with disabilities. (Petition, pp. 119, 184)

That being said, the Petition indicates that HFA intends to remain a “public school” of the District for the purposes of special education. If a charter school is deemed a “public school of the district” for the purposes of special education, then the charter authorizer is responsible for

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providing special education and related services to students enrolled in the charter school in the same manner as provided to other students in that district. Alternatively, if the charter school is categorized as an independent local educational agency (“LEA”), whereby it is accepted as an independent member into a special education local plan area (“SELPA”), the charter school itself is ultimately responsible for providing special education and supports to the students it enrolls. (Ed. Code § 47646, subd. (b).)

It appears that Petitioner intends for the District to provide special education and related services for the Charter School, in the same manner that it serves eligible students at YPSA. Under that scenario, the District would retain all state and federal special education funding allocated for Charter School students through its SELPA and HFA would pay the District “an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district.” (Petition, p. 118.)

The Petition notes that “HFA will be solely responsible for compliance with Section 504”, but otherwise does not discuss Section 504 or the Charter School’s obligations under that law. No Section 504 policies or procedures were included with the Petition. (Petition, p. 118-119)

b. Plan for English Learners

According to the California Department of Education, charter schools are subject to all federal requirements and specific state requirements established for English Language Learner (“ELL”) programs. Program reviews for charter school, just as for other public schools, are conducted under the State’s Categorical Program Monitoring Process. (See, <http://www.cde.ca.gov/sp/cs/re/qandasec4mar04.asp#Q1>.) At a minimum, the Petition should identify specific assessments, a consistent curriculum, and a schedule for monitoring student progress in reaching English proficiency.

Based on its assumption that most of the Charter School’s students in its first year will be coming from YPSA, Petitioner expects an English Learner population of around 38%. (Petition, p. 64; see also, additional information submitted by Petitioner following submission of Petition.)

District staff notes concerns with the provision of ELD. The Petition identifies and briefly discusses the four English proficiency performance levels as set out in the California English Language Development (“ELD”) standards and generally asserts that the Charter School’s “adolescent-appropriate, brain compatible strategies” utilized in conjunction with GLAD and teaching of Jo Gusman” will support ELs in all content areas. (Petition, p. 65.)

ELA and History are integrated into a single 100-minute Humanities block each day. During that block, “60 minutes will be dedicated to ELA and ELD instruction.” (Petition, p. 47.) As

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described in the Petition, *all students* will be taught specific ELD lessons about how English works” during a designated 20 minute block of instruction in every student’s Humanities class each day. (Petition, p. 66.) According to the Petition, the only time that differentiated ELD support would be provided is during twice-weekly 35-minute blocks during W.I.N. time. (*Id.*) The Petition also seems to suggest that standards from Part II of the California ELD Standards would be addressed separately from Part I during W.I.N. time. Except to say that students will be grouped by learning need, the Petition does not otherwise discuss how ELD will be differentiated to meet individual EL needs. (Petition, p. 66, 70; Appendix F: LCAP, p. 3)

The Petition provides that California ELD standards “will be integrated throughout every course at HFA.” (Petition, p. 66.) However, District Staff note that over the three years that students would attend HFA, standards that are essential to English language development do not appear in either the sixth, seventh, or eighth grade lists of ELD “Power Standards. (Petition, pp. 71-76)

The Petition references a “multitude of instructional strategies we will employ to support our English learners” but the strategies listed appear to be general classroom supports that will be used with all students, rather than specific strategies and supports for ELs. (Petition, pp. 62, 68.) No specific strategies or supports for overcoming low performance with regard to English Language acquisition are discussed in the Petition.

Further, there is no mention of the reclassification (redesignation) process and criteria in the Petition. No specific assessments for ELs (other than the ELPAC and an annual summative assessment) are identified, and there is no schedule for monitoring student progress towards achieving English proficiency.

c. Students Performing Below/Above Grade Level

The Petition should describe how the Charter School will identify and respond to the needs of pupils who are achieving substantially above or below grade level. Except for a discussion of the RTI process, the Petition makes no mention of scaffolded instruction, types of learning materials, pre-teaching, re-teaching, or any of the other standard learning strategies used to address the needs of low performing students. The Petition discusses “afternoon clubs” that focus on an academic need (i.e., literacy or Math skills, as well as W.I.N. sessions “for students who need extra help.” (Petition, pp. 8, 48.) But, as discussed below, it is not clear whether afternoon clubs focusing on academic skills will be taught by credentialed teachers, and if not, what criteria and qualifications the Charter School will require for instructors in its afternoon clubs. (Petition, pp. 49-50)

Petitioners devote only two paragraphs to the needs of advanced learners, and this description provides little actual information and no concrete examples as to how student learning will be

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modified to meet the needs of high-achievers. (Petition, p. 119.) We are simply assured that the Charter School’s “rigorous and engaging curriculum will ensure our advanced scholars are engaged and challenged.” (*Id.*) No details are provided in support of Petitioners’ assertion that “advanced scholars will be given extended learning opportunities to expand upon their projects” and that “[i]ndividualized instructional time will also support the acceleration of learning of our advanced learners.” (*Id.*) Without further information, the District cannot evaluate whether and how the Charter School intends to provide direction or support to high achieving students with regard to specific curricular enhancements and expanded learning opportunities necessary for them to pursue academic success.

Based on the limited information provided in the Petition, the Charter School’s plans for meeting the needs of its low-achieving and high-achieving students are inadequate.

d. Technology Plan

According to Petitioner, technology and computer literacy skills will be taught during a Science through Technology elective block. (Petition, pp. 49-50) The Petition states that the Charter School will integrate the CCSS 6-12 Technology Skills Scope and Sequence “across all disciplines and will use the elective block to teach specific literacy skills.” (Petition, p. 114) The Petition notes that “iSTEAM curriculum components (PLTW and Pod Pi)” also use a variety of software applications in conjunction with their units.” (*Id.*) Students will have “access to laptops in the English/History, Math and Science classrooms.” (Petition, pp. 111-112.) “Technology will be embedded in their daily curriculum” and “[c]omputer literacy and computer technology will be integrated into each core subject.” (*Id.*) However, District Staff note that the Petition does not specify a student to computer ratio, so it not clear whether every student will have access to a laptop for each core and elective class. (*Id.*) The Petition also states that “to avoid any gaps in accessibility, HFA will provide access to computers before and after school through a sign-up basis.” (Petition, p. 112) Having to sign up for computer use before or after school is likely to be burdensome for students who do not have internet access or computers in the home. It is not clear if Petitioner has explored the possibility of providing low-cost internet access to families or whether students will be able to check out laptops for home use.

e. Afternoon Clubs

Monday through Thursday, from 4:25 pm to 5:15 pm, all students participate in “afternoon clubs” that “will focus on either an academic need (i.e., literacy or Math skills), character development (e.g., leadership/ Scholar Council), or an enrichment activity (e.g., hip-hop dance).” (Petition, p. 48.) Since this time block is also listed as Teacher Personal Prep Time, it is not clear from the Petition whether afternoon clubs focusing on academic skills will be taught by credentialed teachers. (Petition, pp. 49-50)

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2. The Petition Does Not Contain a Reasonably Comprehensive Description of Goals and Measurable Pupil Outcomes

A charter petition should, at minimum, include a description “of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals.” (Ed. Code § 47605 subd. (b)(5)(A)(ii).) In addition, a charter petition must include measurable student outcomes that describe the extent to which all students of the school will demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. When describing expected pupil outcomes, the Petition must, “...include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school.” (Ed. Code § 47605(b)(5)(B).)

District Staff note that the listed percentages of students the Charter School expects to meet or exceed state testing standards by grade and subgroup seem arbitrary and do not provide differentiated outcomes for each student subgroup. Instead, outcomes are identical for all testing measures, both schoolwide and across all student subgroups, including English Learners, students with disabilities, and foster youth. (Petition, pp. 126-128.) These measurable outcomes do not appear to be based on a realistic, thoughtful evaluation process, and appear to be unreasonably aggressive, given current student academic performance at YPSA.

Additionally, individual pupil goals are very general and do not appear measurable. (Petition, pp. 124-144.) For example, in English Language Arts, the Petition states:

Goal: Scholars listen and speak clearly and concisely in English. Scholars read with understanding across genres. Scholars read from a variety of text and cite evidence to support arguments and make valid claims. Written and oral presentations reflect the editorial process with a strong appreciation for expression and creativity.

Measurable outcome: Every scholar will eventually meet or exceed the state ELA standards as measured by the CAASSP SBAC or CAA. This may take eight years. Table 50 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2025-26.

Likewise, for Math, the Petition provides:

Goal: Scholars use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars understand the

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connection between mathematics, engineering science, computer literacy, and technology.

Measurable outcome: Every scholar will eventually meet or exceed the state Math standards as measured by the CAASSP SBAC or CAA. This may take eight years. Table 51 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2025-26.

3. *The Petition Does Not Contain a Reasonably Comprehensive Description of the Means to Achieve Racial and Ethnic Balance*

As discussed above in Section III.A.3, Petitioner’s recruitment plans fail to adequately identify the means the Charter School will use to ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District.

Staff also has concerns with the Petitioner’s outreach to, and recruitment of, students with disabilities, economically disadvantaged students, and other student subgroups. According to the U.S. Department of Education, Office for Civil Rights, charter schools should “recruit [students] from all segments of the community served by the school, including students with disabilities and students of all races, colors and national origins.” (United States Department of Education’s Office for Civil Rights, Applying Federal Civil Rights Laws to Public Charter Schools (May 2000), <https://www2.ed.gov/offices/OCR/archives/pdf/charter.pdf>) As discussed in more detail at Section III.A.3, the Petition fails to include any discussion regarding how the Charter School intends to recruit students with disabilities, economically disadvantaged students, and other student subgroups.

4. *The Petition Does Not Include a Reasonably Comprehensive Description of Employee Qualifications*

A charter petition must include the qualifications to be met by individuals to be employed by the school. (Ed. Code, § 47605(b)(5)(E).

The Petition includes a list of minimum qualifications for the position of Principal, but no minimum qualifications are listed for teachers of core academic subjects. (Petition, pp. 155-156) The Petition provides only that teachers are required to hold the appropriate credentials (including authorization to teach English learners), and to have a “working knowledge” of the state’s Common Core Standards. (Petition, pp. 156-157) The fact that no relevant teaching experience is required, coupled with the lack of experience of the teachers who signed the Petition, raises concern that the Charter School’s teaching staff will not include teachers who are

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sufficiently experienced to provide the educational program outlined in the Petition and to mentor novice teachers.

For non-core teachers, it is desirable, but not required, that they hold a CTC credential. The Petition further states: “In other cases, such as Taekwondo, non-core teachers will be recognized experts who have the skillset in their field and/or hold a license or the equivalent.” (Petition, p. 157) This standard is vague and highly subjective. While charter schools have “flexibility” when hiring instructors for non-core classes, the qualifications for these positions should be high and clearly articulated. Also missing from the Petition is any discussion of the qualifications and requirements for instructors for the Charter School’s academic and non-academic “afternoon clubs.”

Although the Petition includes adequate job descriptions for Office Manager and Plant Manager, no job descriptions for any other classified employees are included. (Petition, pp. 158-159)

According to Petitioner, the UCSC Board plans to adopt job descriptions and job evaluation tools for Charter School employees during the 2017-2018 “planning year.” (Petition, p. 160) However, a description of employee qualifications is required in every initial charter petition. It is puzzling that job descriptions for core and non-core teachers and all classified employees have not already been developed, since Petitioner has been operating YPSA since 2010, and presumably, the qualifications for employees at HFA will be similar in many respects to the job descriptions for YPSA employees.

Lastly, Petitioner intends to employ a full-time credentialed school nurse for HFA; however, if “a certificated nurse is not available or if circumstances dictate otherwise, a non-certified but properly licensed RN or LVN will be employed.” (Petition, p. 157) The Petition does not provide any assurance that an RN or LVN hired by Petitioner will possess the necessary licensures and qualifications necessary to perform the duties of a school nurse as set forth in the Petition.

III. BUDGET

State income and various other income sources to the District are reduced when students living in District boundaries enroll at a charter school. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act.

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Any modifications to the Charter School's petition or operations with significant financial implications would require District approval prior to implementation.

IV. GOALS, OBJECTIVES, AND MEASURES

Not Applicable.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

Staff recommends that Sacramento City Unified School District Board of Education conference and take action to approve or deny the initial Charter Petition for Hidden Figures Academy Middle School under the California Charter Schools Act with due consideration of the factual findings in this Report. The factual findings in this Report demonstrate that the Petition meets the following conditions for denial under Education Code § 47605:

1. The Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition;
2. The Petition does not contain reasonably comprehensive descriptions of the required charter elements; and

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Board to make "written factual findings, specific to the particular petition, setting forth specific facts to support one or more" of the grounds for denying the charter. Therefore, if the Board determines it will deny this Petition, Staff recommends that the Board adopt the proposed Findings of Fact, set forth below, as its own findings.

However, Staff further believes that deficiencies in the Petition might be addressed or remedied to the Board's satisfaction, in separate operational and special education memoranda of understanding ("MOUs") to be entered into between the District and Petitioner.

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VII. LESSONS LEARNED / NEXT STEPS

District Staff recommends that the Board approve Resolution 2965 to approve the Petition or approve Resolution 2966 and adopt these written Findings of Fact as its own to deny the Petition.

The initial charter petition is available online at: <http://www.scusd.edu/charter-petitions>

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2965
RESOLUTION TO APPROVE THE INITIAL CHARTER PETITION OF URBAN
CHARTER SCHOOLS COLLECTIVE: HIDDEN FIGURES ACADEMY**

WHEREAS, petitioners for Urban Charter Schools Collective (“Petitioners”) submitted to Sacramento City Unified School District (“District”) an initial charter petition (“Petition”), dated September 8, 2017 for Hidden Figures Academy; and

WHEREAS, the District’s Governing Board held a public hearing on September 21, 2017 and took board action on November 2, 2017; and

WHEREAS, the Governing Board has considered the level of public support for Hidden Figures Academy and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California 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; and

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby approves the Petition of Hidden Figures Academy.

BE IT FURTHER RESOLVED the term of the charter shall be for five (5) years, beginning on November 2, 2017 and expiring June 30, 2022.

BE IT FURTHER RESOLVED that the Petition approval is conditional upon signed Memorandums of Understanding for Operations and Special Education by Petitioners and District no later than January 18, 2018.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 2nd day of November, 2017, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____
ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Jay Hansen
President of the Board of Education

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2966**

**RESOLUTION TO DENY THE INITIAL CHARTER PETITION OF URBAN CHARTER SCHOOLS
COLLECTIVE: HIDDEN FIGURES ACADEMY**

WHEREAS, petitioners for Urban Charter Schools Collective (“Petitioners”) submitted to Sacramento City Unified School District (“District”) an initial charter petition (“Petition”), dated September 8, 2017 for Hidden Figures Academy; and

WHEREAS, the District’s Governing Board held a public hearing on September 21, 2017 and took board action on November 2, 2017; and

WHEREAS, the Governing Board has considered the level of public support for Hidden Figures Academy and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California 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;

WHEREAS, the District staff reviewed and analyzed the Petition and supporting documents for legal, programmatic, and fiscal sufficiency, and has identified deficiencies in the Petition, such that the Petition should be denied;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby adopts the written Staff Report and Proposed Findings of Fact regarding Hidden Figures Academy;

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petition does not contain reasonably comprehensive descriptions of required elements of the Petition.

BE IT FURTHER RESOLVED, that for the reasons given above, the Petition is hereby denied.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 2nd day of November, 2017, by the following vote:

AYES: ____

NOES: ____

ABSTAIN: ____

ABSENT: ____

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Jay Hansen
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.3

Meeting Date: November 2, 2017

Subject: Fact Finding/Negotiations Update

- 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: This is an informational item only. This is an update on the Fact Finding/Negotiations related to the Sacramento City Teachers' Association (SCTA).

Background/Rationale: A Fact Finding hearing to review the District and SCTA's bargaining proposals was held on October 2, 2017. The panel chairperson/arbitrator must now prepare an advisory decision making findings of fact and recommendations for settlement pursuant to the Educational Employment Relations Act (EERA). (Government Code § 3548.3). The District anticipates the advisory decision will not be available until early November. The District will then have 10 days to review the decision before sharing it with the public. The District should have an opportunity to meet/negotiate with SCTA before the decision is shared with the public.

Financial Considerations: The impact to the budget is dependent on the parties' final agreement.

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Human Resource Services



FACT FINDING/NEGOTIATIONS UPDATE

November 2, 2017 Board Meeting

I. OVERVIEW / HISTORY

A Fact Finding hearing to review the District and SCTA's bargaining proposals was held on October 2, 2017. The panel chairperson/arbitrator must now prepare an advisory decision making findings of fact and recommendations for settlement pursuant to the Educational Employment Relations Act (EERA). (Government Code § 3548.3). The District anticipates the advisory decision will not be available until early November. The District will then have 10 days to review the decision before sharing it with the public. The District should have an opportunity to meet/negotiate with SCTA before the decision is shared with the public.

II. AUTHORITY

Government Code section 3548.3(a) "If the dispute is not settled within 30 days after the appointment of the panel, or, upon agreement by both parties, within a longer period, the panel shall make findings of fact and recommend terms of settlement, which recommendations shall be advisory only. Any findings of fact and recommended terms of settlement shall be submitted in writing to the parties privately before they are made public. The public school employer shall make such findings and recommendations public within 10 days after their receipt."

III. BUDGET

The impact to the budget is dependent on the parties' final agreement.

IV. STAFF RECOMMENDATIONS

This is informational only, no action is requested.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1a

Meeting Date: November 2, 2017

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Operational Excellence.

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Notices of Completion – Facilities Projects

Estimated Time of Presentation: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Jessica Sulli, Contract Specialist

Approved by: Jorge A. Aguilar, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

| <u>Contractor</u> | <u>Description</u> | <u>Amount</u> |
|--|---|----------------------|
| <u>YOUTH DEVELOPMENT</u> | | |
| A18-00048 The California Endowment | <p>10/1/17 – 9/30/18: Promoting Healthy School Environments grant will serve our Men’s and Women’s Leadership Academy students in healthy behaviors for change in school attendance, behavior and connectedness. 300 students will be served during the 2017-2018 school year at McClatchy, Health Professions, Hiram Johnson, Rosemont, American Legion, West Campus, Will C. Wood, Sam Brannan, and Pacific. Objectives of the grant include:</p> <ol style="list-style-type: none">1. Improve overall health outcomes for students and parents by helping them stay on-track for graduation and lower chronic absences<ul style="list-style-type: none">• Completion and training in the Health and Nutrition Curriculum• Increase in school attendance rates by 10% for young men and women participating in the MWLA• Decrease absences and suspensions by 10% for young men and women participating in the MWLA• Increase in school connectedness for young men and women participating in the MWLA as measured through pre-post assessments.• At least 10 MWLA youth will receive additional intensive supports in counseling, mental health, health insurance enrollment etc.• At least 15 young men and women participating in the MWLA will increase their participation in school and district leadership opportunities as measured by sign-in sheets and teacher/district verification2. Explore the expansion of the Women’s Leadership Academy (WLA)<ul style="list-style-type: none">• Develop a small learning community of WLA teachers• Present the Women’s Leadership Academy to the SCUSD School Board for support• Explore curriculum for the WLA3. Formalize the role of the MWLA Youth Council as an advisory/leadership group equipped to advocate for boys of color within schools, district and local government.<ul style="list-style-type: none">• At least two young men and women will be selected for the MWLA Youth Council stipend positions• MWLA Youth Council will present to SCUSD Board to highlight work of MWLA• MWLA Youth Council member will attend BHC youth engagement action team meetings | \$70,000 No Match |

EXPENDITURE AND OTHER AGREEMENTS

| <u>Contractor</u> | <u>Description</u> | <u>Amount</u> |
|---------------------------------------|---|----------------------------|
| <u>JOHN SLOAT ELEMENTARY</u> | | |
| SA18-00265 Conditions for Learning | 8/1/17 – 5/31/18: Support John Sloat Elementary educators in aligning to the district's strategic plan, 21st century skills, and Standards-Based Project Based Learning through on-site training and in-class support. <ul style="list-style-type: none"> • Instructional Practices Coaching (Structuring Interaction, Reciprocal Teaching, Formative Assessment and Differentiation) • Development and Implementation of Standards Based Units Of Study and Project Based Learning | \$109,500 Title I Funds |

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

| <u>ITEM</u> | <u>SITE/DEPARTMENT</u> | <u>TOTAL VALUE</u> | <u>DISPOSAL METHOD</u> |
|---------------------------------------|-----------------------------|--------------------|------------------------|
| Text Books (old, unusable) 55 pallets | Library / Textbook Services | \$1,000.00 | Salvage |

NOTICES OF COMPLETION – FACILITIES PROJECTS

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

| <u>Contractor</u> | <u>Project</u> | <u>Completion Date</u> |
|-------------------|--|------------------------|
| BRCO Constructors | DSA Required ADA Improvements at Leonardo da Vinci K-8 School | September 22, 2017 |
| BRCO Constructors | DSA Required ADA Improvements at Crocker Riverside Elementary School | September 22, 2017 |

THE CALIFORNIA ENDOWMENT
PROGRAM SUPPORT GRANT AGREEMENT

Sacramento City Unified School District

EIN 94-6002491

Grant Number 20181653

This Program Support Grant Agreement (“Agreement”), upon execution on behalf of Grantee in the spaces provided for signature, will evidence Grantee’s agreement with and commitment to The California Endowment (“The Endowment”) as follows:

I. GRANTEE’S STATUS

This grant is specifically conditioned upon Grantee’s status as an eligible grantee of The Endowment in accordance with this Section. Grantee warrants and represents that it is one of the following: (a) a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”), and is not a private foundation as defined in Section 509(a) of the Code, (b) a governmental unit referred to in Section 170(c)(1) of the Code, or (c) a college or university that is an agency or instrumentality of a government or political subdivision of a government, or owned or operated by the same, within the meaning of Section 511(a)(2)(B) of the Code. If grantee is a Section 501(c)(3) organization described in (a), Grantee has provided The Endowment with a copy of IRS determination letter(s) evidencing its status as an eligible grantee and Grantee warrants and represents that such determination letter(s) are currently in full force and effect. Regardless of Grantee’s current tax status, Grantee will notify The Endowment immediately of any actual or proposed change in tax status.

II. PURPOSE OF GRANT

Youth Development Support Services - Promoting Healthy School Environments: To improve the long term health and educational outcomes for K-12 students in Sacramento by promoting preventative health measures, improving social and emotional skills, and developing youth leadership and advocacy skills.

This grant is made only for the specific charitable purposes described in this Agreement. The grant funds, which includes any interest earned on the funds, may not be used for any other purpose without prior written approval from The Endowment.

III. EXPECTED OUTCOMES OF GRANT

1. Create systemic mechanisms to identify, case manage and serve children with special health care needs and strengthen mechanisms for school partnerships with our community health providers to support students:

a). Convene at least three Collaborative for Student Health meetings;

b). Following the Draft Recommendations established by the group, create a draft job description for a Sacramento City Unified School District (SCUSD) Health Coordinator to take to the SCUSD Cabinet;

c). Define and establish district goals for student health as well as an accountability plan for these goals.

2. Improve overall health outcomes for students and parents by helping them stay on-track for graduation and lower chronic absences through our efforts with the White House Success Mentors Initiative and the Campaign for Black Male Achievement:

a). Completion and training in the National CARESMentoring program through Campaign for Black Male Achievement;

b). Increase in school attendance rates by 10% for young men participating in the Men's Leadership Academy (MLA);

c). Decrease absences and suspensions by 10% for young men participating in the MLA;

d). Increase in school connectedness for young men participating in the MLA as measured through pre-post assessments;

e). At least 10 MLA youth will receive additional intensive supports in counseling and healing strategies;

f). At least 10 young men participating in the MLA will increase their participation in school and district leadership opportunities as measured by sign-in sheets and teacher/district verification and program development by the Architects of Hope, Be A Man and Campaign for Black Male Achievement partnership.

3. Develop the expansion of the Women's Leadership Academy (WLA):

a). Develop a small learning community of WLA teachers (5);

b). Continue to develop the Girl Inspired conference through the leadership of the WLA Youth Council;

c). Develop curriculum for the WLA through college and career, history and legacy, health and nutrition, developing critical consciousness, good decision making, etc.

4. Formalize the role of the MLA/WLA Youth Council as an advisory/leadership group equipped to advocate for boys & girls of color within schools, district and local government:

a). At least two young men and two young women will be selected for the MLA/WLA Youth Council stipend positions;

b). MLA/WLA Youth Council will present to SCUSD Board to highlight work of MLA/WLA;

c). MLA/WLA Youth Council member will attend BHC youth engagement action team meetings.

5. Build self-management, self-awareness, and relationship-building skills in community members and staff working in Building Healthy Communities (BHC) schools:

- a). Five staff members at five BHC school sites will complete a six-week online Mindfulness training course Pacific, Oakridge, Elder Creek, Ethel Phillips, Father Keith B. Kenny;
- b). Three teachers at six BHC schools will complete a six-week online training on teaching Mindfulness curriculum;
- c). Up to 20 community members will complete a two-hour, six-week Mindfulness Practices course Teachers, counselors, 2 afterschool staff, and 3 Assistant Superintendents who directly supervise schools. The goal this year is to be more intentional about reaching out to our parents and community partners.

IV. AMOUNT OF GRANT

\$70,000.00, payable as follows.

\$70,000 upon The Endowment’s receipt of this executed Agreement.

First payment is contingent upon receipt of this original signed Agreement. Subsequent payments are contingent upon compliance with this Agreement, including timely receipt of progress reports, as outlined in the Terms and Conditions of Grant Section.

V. PERIOD OF GRANT

Grant funds are to be applied to expenses incurred for the period from October 1, 2017 to September 30, 2018, unless otherwise agreed upon in writing by The Endowment.

VI. TERMS AND CONDITIONS OF GRANT

Grantee agrees that the grant is subject to the following conditions:

A. Expenditure of Grant Funds.

- 1. Use of Funds. Grantee must spend the grant funds only for the purposes described above.
- 2. Prohibited Uses. Grantee shall not use any of the funds from this grant in a manner inconsistent with Section 501(c)(3) of the Code, including:
 - a. carrying on propaganda, or otherwise attempting, to influence legislation, provided that this Section shall not prohibit the use of grant funds for any communication that constitutes nonpartisan analysis, study, or research, or a response to a written request for technical assistance from a government body, as defined in Section 4945 of the Code and regulations thereunder,
 - b. influencing the outcome of any specific public election,
 - c. carrying on, directly or indirectly, any voter registration drive,

- d. inducing or encouraging violations of law or public policy, or
 - e. causing any private inurement or improper private benefit to occur.
- 3. Payment of Funds to Related Parties of The Endowment. No part of these grant funds shall be paid to any director, officer, or employee (or their family members) of The Endowment for any purpose.
- B. Return of Funds. Grantee shall return to The Endowment any grant funds under the following conditions:
 - 1. If The Endowment, in its reasonable discretion, determines that the Grantee has not performed in accordance with this Agreement; or
 - 2. Any portion of the funding is not used for grant purposes.
- C. Records, Audits, Site Visits. Funds provided by The Endowment, together with any interest thereon, shall be accounted for separately in the Grantee's books and records. A systematic accounting record shall be kept by the Grantee of the receipt and disbursement of such funds. The Grantee shall retain original substantiating documents related to restricted grant expenditures and make these records available for The Endowment's review upon request. Grantee shall be responsible for maintaining adequate financial records of this grant program. The Endowment, or a designated representative, reserves the right, upon written notice, to audit Grantee's books and records relating to the expenditure of any funds provided by The Endowment as a restricted grant.
- D. Reports. Grantee shall make interim written reports to The Endowment according to the schedule set forth below. Each such written report shall describe in detail the use of the granted funds, compliance with the terms of the grant, and the progress made by the Grantee toward achieving the purposes for which the grant was made, during the period covered by such report. All such reports must be signed by an officer of the Grantee.

The schedule of due dates for such written reports is:

Final Report: October 31, 2018
- E. Licensing and Credentials. The Grantee hereby agrees to maintain, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, and for its employees and all other persons engaged in work in conjunction with this grant.
- F. Management and Organizational Changes. The Grantee agrees to provide immediate written notice to The Endowment if significant changes or events occur during the term of this grant which could potentially impact the progress or outcome of the grant, including, without limitation, changes in the Grantee's management personnel or losses of funding.
- G. Public Reporting. The Grantee agrees to disseminate to the public, by using established channels of communication, pertinent information relating to the results, findings, or methods developed through this grant.
- H. Publications; License. Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements as The Endowment may establish from time to time. Grantee grants to

The Endowment an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.

- I. Knowing Assumption of Obligations. Grantee acknowledges that it understands its obligations imposed by this Agreement, including but not limited to those obligations imposed by reference to the Code. Grantee agrees that if Grantee has any doubts about its obligations under this Agreement, including those incorporated by reference to the Code, Grantee will promptly contact The Endowment or legal counsel.
- J. Terrorist Activity. The Grantee agrees that it will use the grant funds in compliance with all applicable anti-terrorists financing and asset control laws, regulations, rules, and executive orders, including, but not limited to the USA Patriot Act of 2001 and Executive Order 13224.
- K. Identification of The Endowment. Grantee shall ensure that The Endowment is clearly identified as a funder or supporter of Grantee in all published material relating to the subject matter of the grant. Grantee shall list The Endowment as a funder or supporter in its annual report (if any). All proposed Grantee external communications regarding The Endowment shall be submitted first to The Endowment for its review and approval.
- L. The Endowment Letterhead and Logo. Use of The Endowment letterhead or logo is prohibited without prior written consent from the Communications Department of The Endowment.
- M. Subgrantees. With regard to the selection of any subgrantees to carry out the purposes of this grant, Grantee retains full discretion and control over the selection process, acting completely independently of The Endowment. There is no agreement, written or oral, by which The Endowment may cause Grantee to choose any particular subgrantee. Grantee shall ensure that every subgrantee, if any, shall be bound by the terms and conditions of this Agreement with respect to the use of grant funds.
- N. No Agency. Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.
- O. No Waivers. The failure of The Endowment to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights.
- P. No Further Obligations by The Endowment. This grant is made with the understanding that The Endowment has no obligation to provide other or additional support or grants to the Grantee.
- Q. Remedies. If The Endowment determines, in its reasonable discretion, that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit reports when due, The Endowment may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and The Endowment may demand the return of all or part of the grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to The Endowment. The Endowment may also avail itself of any other remedies available by law.

- R. Indemnification. Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless The Endowment, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the grant, in expending or applying the grant funds, or in carrying out any project or program to be supported by the grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of The Endowment, its officers, directors, employees, or agents.
- S. Captions. All captions and headings in this Agreement are for the purposes of reference and convenience only. They shall not limit or expand the provisions of this Agreement.
- T. Entire Agreement; Amendments and Modifications. This Agreement constitutes the entire agreement of the parties with respect to its subject matter and supersedes any and all prior written or oral agreements or understandings with respect to the subject matter hereof. This Agreement may not be amended or modified, except in a writing signed by both parties.
- U. Governing Law. This Agreement shall be governed by, and construed and interpreted in accordance with, the laws of the State of California, applicable to contracts to be performed wholly within said state.

VII. ACCEPTANCE OF AGREEMENT

The Endowment reserves the right to withhold or suspend payments of grant funds if the Grantee fails to comply strictly with any of the terms and conditions of this Agreement or any other grant agreement between The Endowment and Grantee.

If this Agreement correctly sets forth your understanding and acceptance of the arrangements made regarding this grant, please countersign and return to The Endowment.

“THE ENDOWMENT”

“GRANTEE”

THE CALIFORNIA ENDOWMENT,
a California nonprofit public benefit corporation.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By: 
BCA4FFD699E94C7...

By: 
FE60FB75586B4E2...

Name: Anthony Iton, M.D.

Name: Gerardo Castillo

Title: Senior Vice President

Title: CBO

Date: 10/5/2017 | 2:36 PM PDT

Date: 10/5/2017 | 7:09 PM PDT

SERVICES AGREEMENT

Date: October 1, 2017 **Place:** Sacramento, California

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

Recitals:

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

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

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

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

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

ARTICLE 1. SERVICES.

The Contractor hereby agrees to provide to the District the services as described in Exhibit A.

ARTICLE 2. TERM.

This Agreement shall commence on August 1, 2017, and continue May 31, 2018, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

ARTICLE 3. PAYMENT.

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

Fee Rate: \$1500 per day of services as may be requested by District, not to exceed a maximum of 73 days of service. District shall not pay travel and other expenses. Total fee shall not exceed One Hundred Nine Thousand, Five Hundred Dollars (\$109,500).

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of Angela Novotny, Principal, John Sloat Elementary School, 7525 Candlewood Way, Sacramento, California 95822.

ARTICLE 4. EQUIPMENT AND FACILITIES.

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

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

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

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

ARTICLE 6. INDEPENDENT CONTRACTOR.

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

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

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

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

ARTICLE 7. FINGERPRINTING REQUIREMENTS.

Contractor agrees that any employee it provides to the District shall be subject to the fingerprinting and TB requirements set forth in the California Education Code. Pursuant to Education Code §45125.1, Contractor shall certify in writing to the District that neither the employer nor any of its employees who are required to have their fingerprints submitted to the Department of Justice (DOJ), and who may come in contact with pupils, have been convicted of a felony as defined in §45122.1.

Contractor will provide a complete list to the District of all employees cleared by the DOJ who will provide services under this Agreement (or MOU). Contractor shall obtain subsequent arrest service from DOJ for ongoing notification regarding an individual whose fingerprints were submitted pursuant to §45125.1. Upon receipt of such a subsequent arrest notification from DOJ, Contractor shall, within 24 hours, notify the District of such a subsequent arrest notification. If an employee is disqualified from working for the District pursuant to the requirements of the California Education Code, Contractor agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been disqualified. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

ARTICLE 8. MUTUAL INDEMNIFICATION.

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

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

ARTICLE 9. INSURANCE.

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

ARTICLE 10. TERMINATION.

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

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

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

ARTICLE 11. ASSIGNMENT.

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

ARTICLE 12. NOTICES.

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

| | |
|---|-------------------------|
| District: | Contractor: |
| Sacramento City Unified School District | Conditions for Learning |
| PO Box 246870 | 3683 El Segundo Ave |
| Sacramento CA 95824-6870 | Davis, CA 95618 |
| Attn: Jessica Sulli, Contracts | Attn: Jason Knighton |

ARTICLE 13. ENTIRE AGREEMENT.

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

ARTICLE 14. CONFLICT OF INTEREST.

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

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

ARTICLE 15. NONDISCRIMINATION.

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

ARTICLE 16. SEVERABILITY.

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

ARTICLE 17. RULES AND REGULATIONS.

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

ARTICLE 18. APPLICABLE LAW/VENUE.

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

ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.

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

(Signature page follows)

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

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

CONDITIONS FOR LEARNING

By: _____
Gerardo Castillo
Chief Business Officer

By: _____
Jason Knighton
Founder & Educator

11/2/17
Date

Date

EXHIBIT A

April 3, 2017

Conditions For Learning: A Proposal for Services

Submitted to: Angela Novotny, Principal, John Sloat Elementary and Tu Moua, Sacramento City Unified School District

Submitted by: Jason Knighton, Conditions For Learning

Conditions For Learning is an educational organization helping educators create classroom environments where students are responsible, respectful, and have a vested interest in learning and working together. Conditions For Learning will provide professional development and on-site training at John Sloat Elementary to support teachers in implementing strategies that develop engaging classroom instruction.

Vision: To position John Sloat Elementary as a vibrant center of learning and social change for students, families, and the community.

Mission: Conditions For Learning will support John Sloat Elementary educators in aligning Sacramento City Unified School District's strategic plan, 21st century skills, and Standards-Based Project Based Learning through on-site training and in-class support.

Conditions For Learning in partnership with John Sloat educators and stakeholders will:

- Support job embedded grade level curriculum planning, in-class coaching, and student work analysis through the utilization of **Professional Learning Community** collaboration practices.
- Develop instruction and curriculum in language arts, math, science and social studies that captures student interest and motivates and challenges each child-regardless of ability level – to higher achievement (Sac City Strategic Plan) – **through Units of Study and Project Based Learning**
- Support mathematics instruction through **Lesson Design/Delivery, Formative Assessment, and Differentiation**
- Develop Inventive Thinking, Adaptability, Managing Complexity and Self-Direction (21st Century Skills) – **through Structuring Interaction, and Project Based Learning**
- Support educators in developing in-class literacy interventions and supports – **through Formative Assessment - Words Their Way, Monthly Writing Samples, Literature Circles, Guided Reading, and Reciprocal Teaching**
- Promote English Language Acquisition and Development through academic vocabulary instruction and (2) authentic exhibitions/presentations – **through Units Of Study and Project Based Learning**

| Dates | Description | Days/Cost | Total |
|----------------------|--|-------------------------|-----------|
| August 2017-May 2018 | On-site Training, Collaborative Planning, and In-class Support for: <ul style="list-style-type: none">• Instructional Practices Coaching (Structuring Interaction, Reciprocal Teaching, Formative Assessment and Differentiation)• Development and Implementation of Standards Based Units Of Study and Project Based Learning | 73 days \$1,500 each | \$109,500 |

Respectfully submitted,

Jason Knighton
Founder & Educator
Conditions For Learning



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1b

Meeting Date: November 2, 2017

Subject: Approve Personnel Transactions 11/2/17

- 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 11/2/17

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Certificated Personnel Transactions Dated November 2, 2017
2. Classified Personnel Transactions Dated November 2, 2017

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by Jorge A. Aguilar, Superintendent

Attachment 1: CERTIFICATED 11/2/17

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|-------------------------|-----------|---------|--------------------------------|--------------------------------|------------|-----------|------------------------|
| EMPLOY/RE-EMPLOY | | | | | | | |
| PADGETT | ROBERT | 0 | Teacher, K-8 | JOHN H. STILL - K-8 | 10/4/2017 | 6/30/2018 | EMPLOY PROB0 10/04/17 |
| ZARZA | VILMA | 0 | Teacher, Elementary | ISADOR COHEN ELEMENTARY SCHOOL | 10/9/2017 | 6/30/2018 | EMPLOY PROB 0 10/9/17 |
| KALTENBACH | SARAH | B | School Social Worker | SPECIAL EDUCATION DEPARTMENT | 10/9/2017 | 6/30/2018 | EMPLOY PROB 1 10/9/17 |
| CHAVES NOGUERA | GINA | B | Teacher, High School | LUTHER BURBANK HIGH SCHOOL | 10/3/2017 | 6/30/2018 | EMPLOY PROB 1, 10/3/17 |
| DETHERAGE | SANDEEP | 0 | Teacher, Resource, Special Ed. | WILL C. WOOD MIDDLE SCHOOL | 9/18/2017 | 6/30/2018 | EMPLOY PROB0' 9/18/17 |
| GRIGGS | JORDAN | 0 | Teacher, Elementary | PACIFIC ELEMENTARY SCHOOL | 9/1/2017 | 6/30/2018 | EMPLOY PROB0 9/1/17 |
| DELEON | ANNABEL | B | Teacher, Elementary | WOODBINE ELEMENTARY SCHOOL | 10/16/2017 | 6/30/2018 | EMPLOY PROB1 10/16/17 |
| SIEBER | TRACEY | B | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 10/22/2017 | 6/30/2018 | EMPLOY PROB1 10/22/17 |
| SAFAR | ANDREA | B | Teacher, Elementary | PETER BURNETT ELEMENTARY | 10/6/2017 | 6/30/2018 | EMPLOY PROB1 10/6/17 |
| XIONG | CHAO | B | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 10/9/2017 | 6/30/2018 | EMPLOY PROB1 10/9/17 |
| GARCIA | KATHERINE | B | Teacher, Elementary Spec Subj | BG CHACON ACADEMY | 9/26/2017 | 6/30/2018 | EMPLOY PROB1 9/26/17 |
| GARCIA | KATHERINE | B | Teacher, Elementary Spec Subj | WASHINGTON ELEMENTARY SCHOOL | 9/26/2017 | 6/30/2018 | EMPLOY PROB1 9/26/17 |
| HEALTON | MARK | 0 | Teacher, Middle School | FERN BACON MIDDLE SCHOOL | 9/26/2017 | 6/30/2018 | EMPLOY PROB 0 9/26/17 |
| KRAFT | KARA | 0 | Teacher, Elementary Spec Subj | ISADOR COHEN ELEMENTARY SCHOOL | 10/9/2017 | 6/30/2018 | EMPLOY PROB 0 10/9/17 |
| JOHNSON | KARA | 0 | Teacher, Elementary Spec Subj | NICHOLAS ELEMENTARY SCHOOL | 10/9/2017 | 6/30/2018 | EMPLOY PROB 0 10/9/17 |
| KEVAL | JOSEPH | 0 | Teacher, High School | LUTHER BURBANK HIGH SCHOOL | 9/27/2017 | 6/30/2018 | EMPLOY PROB 0 9/27/17 |
| RANGEL | SHAZIA | 0 | Teacher, Elementary | PARKWAY ELEMENTARY SCHOOL | 9/15/2017 | 6/30/2018 | EMPLOY PROB0' 9/15/17 |
| APPLEBY | OMERO | 0 | Teacher, Spec Ed | A. M. WINN ELEMENTARY SCHOOL | 9/18/2017 | 6/30/2018 | EMPLOY PROB0' 9/18/17 |
| | SIERRA | B | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 9/28/2017 | 6/30/2018 | EMPLOY PROB1 9/28/17 |

RE-ASSIGN / STATUS CHANGE

| | | | | | | | |
|-----------------|------------|---|--------------------------------|--------------------------------|------------|------------|-------------------|
| PAGE | SHEILA | Q | Teacher, Resource, Elementary | WOODBINE ELEMENTARY SCHOOL | 9/26/2017 | 6/30/2018 | REA/STCHG 9/26/17 |
| HETRICK | DEBRA | B | Cord II, Multilingual Literacy | MULTILINGUAL EDUCATION DEPT. | 8/21/2017 | 6/30/2018 | REA/TR 8/21/17 |
| FADUM | JON | C | Teacher, Elementary | ETHEL I. BAKER ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| FULK | RACHAEL | C | Teacher, Elementary | LEATAATA FLOYD ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| MENDOZA | AMY | A | Resource Teacher, GATE | GIFTED AND TALENTED EDUCATION | 10/19/2017 | 6/30/2018 | STCHG 10/19/17 |
| BOND | BRITTNIE | C | Teacher, Elementary | CALEB GREENWOOD ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| HERZFELDT | ALEXANDRE | 0 | Teacher, Elementary | PACIFIC ELEMENTARY SCHOOL | 9/1/2016 | 6/30/2017 | STCHG 9/1/16 |
| SIDLEY | BRANDI | C | Teacher, K-8 | LEONARDO da VINCI ELEMENTARY | 8/1/2017 | 6/30/2018 | STCHG 8/1/17 |
| HARLAN | KATHRYN | B | Teacher, K-8 | LEONARDO da VINCI ELEMENTARY | 10/17/2017 | 6/30/2018 | STCHG 10/17/17 |
| GRONOTTE | DANIELLE | B | Teacher, Resource, Special Ed. | THEODORE JUDAH ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 5/24/17 |
| HARRIS | JILL | C | Teacher, Elementary | JAMES W MARSHALL ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| DOOLITTLE | MOLLY | A | Teacher, Resource, Elementary | SUTTERVILLE ELEMENTARY SCHOOL | 8/31/2017 | 12/31/2017 | STCHG 8/31/17 |
| DOOLITTLE | MOLLY | A | Teacher, Resource, Elementary | SUTTERVILLE ELEMENTARY SCHOOL | 1/1/2018 | 6/30/2018 | STCHG 1/1/18 |
| TOBY | TAMARA | A | Teacher, Parent/Preschool Ad | A.WARREN McCLASKEY ADULT | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| CHEETHAM | KATHERINE | C | Teacher, Elementary | NICHOLAS ELEMENTARY SCHOOL | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| WILLIAMS | DANA | C | School Social Worker | JOHN MORSE THERAPEUTIC | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| CRAWFORD | BRIAN | A | Teacher, Elementary Spec Subj | CALEB GREENWOOD ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| NOGUCHI | MARISA | A | Teacher, Middle School | SUTTER MIDDLE SCHOOL | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| GOMEZ | CHRISTOPHE | B | Teacher, Middle School | SUTTER MIDDLE SCHOOL | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| JONES | RHONDA | C | Teacher, Resource | JOHN BIDWELL ELEMENTARY | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| TALANA | ALNA JOY | C | Teacher, Spec Ed | ISADOR COHEN ELEMENTARY SCHOOL | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| GONZALES | SUZANNE | A | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| JONES-HANKERSON | YOLANDA | B | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 6/30/2018 | STCHG MWVG 7/1/17 |
| WONG | SARAH | A | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 6/30/2018 | STCHG MWVG 7/1/17 |

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|-----------------------------------|-------------|---------|---------------------------------|--------------------------------|------------|------------|---|
| LEAVES | | | | | | | |
| COOK | STEPHANIE | A | Teacher, High School | GEO WASHINGTON CARVER | 12/19/2017 | 4/6/2018 | LOA (PD) FMLA/CFRA, 12/19/17-4/6/18 |
| COOK | STEPHANIE | A | Teacher, High School | GEO WASHINGTON CARVER | 10/9/2017 | 12/18/2017 | AMEND LOA (PD) PDL/HE TO 10/9/17-12/18/17 |
| HENRY | SHANNON | B | Principal, Elementary School | JOHN BIDWELL ELEMENTARY | 10/12/2017 | 11/10/2017 | LOA (PD) FMLA/CFRA/HE, 10/12/17-11/10/17 |
| ANDORF | DEBORAH | A | Teacher, Elementary | WILLIAM LAND ELEMENTARY | 10/28/2017 | 6/30/2018 | LOA (PD) RTN 10/28/17 |
| STOKES | BRANDON | 0 | Teacher, Middle School | FERN BACON MIDDLE SCHOOL | 10/16/2017 | 6/30/2018 | LOA (UNPD) ADMIN 10/16-6/30/18 |
| EMAAS | MARIANNE | 0 | Teacher, Spec Ed | MARK TWAIN ELEMENTARY SCHOOL | 10/16/2017 | 10/22/2017 | LOA (UNPD) ADMIN 10/16/17-6/30/18 |
| RABBETTS | SUNNIE | B | Teacher, Elementary | A. M. WINN ELEMENTARY SCHOOL | 10/16/2017 | 6/30/2018 | LOA (UNPD) ADMIN 10/16/17-6/30/18 |
| BOYD | RYAN | 0 | Teacher, Elementary | CESAR CHAVEZ INTERMEDIATE | 10/16/2017 | 6/30/2018 | LOA (UNPD) ADMIN 10/16-6/30/18 |
| ANTHONY | THOMAS | Q | Teacher, Traveling Music | MUSIC SECTION | 10/16/2017 | 6/30/2018 | LOA (UNPD) ADMIN 10/16/17-6/30/18 |
| MAC PHAIL | CHRISTOPHER | R | Teacher, High School | REASSIGNED | 12/1/2017 | 6/30/2018 | LOA EXT LTA(A) 12/1/17-6/30/18 |
| ARRIAGA | SHAUNNA | A | Teacher, Spec Ed | WILL C. WOOD MIDDLE SCHOOL | 10/9/2017 | 12/13/2017 | LOA PDL/HE(PD) 10/9-12/13/17 |
| ARRIAGA | SHAUNNA | A | Teacher, Spec Ed | WILL C. WOOD MIDDLE SCHOOL | 12/14/2017 | 3/22/2018 | LOA (PD) FMLA/CFRA 12/14-3/22/18 |
| ARRIAGA | SHAUNNA | A | Teacher, Spec Ed | WILL C. WOOD MIDDLE SCHOOL | 3/23/2018 | 6/30/2018 | LOA PARENTAL(UNPD) 3/23-6/30/18 |
| RIOS | CRISTINA | A | Teacher, Elementary | CESAR CHAVEZ INTERMEDIATE | 12/15/2017 | 12/22/2017 | LOA (UNPD)/PERSONNAL 12/15-12/22/17 |
| VANG | NANCY | C | Teacher, Elementary | WILLIAM LAND ELEMENTARY | 9/24/2017 | 11/5/2017 | LOA PDL/HEALTH 9/24-11/5/17 |
| STEVENS-MARTIN | AMARIAH | C | Teacher, Middle School | CALIFORNIA MIDDLE SCHOOL | 10/16/2017 | 6/30/2018 | LOA ADMIN UNPD 10/16/17-6/30/18 |
| HETRICK | DEBRA | B | Principal, Elementary School | PONY EXPRESS ELEMENTARY SCHOOL | 5/11/2017 | 6/30/2017 | LOA (PD) ADMIN 5/11/17 |
| QUIGLEY | STEPHANIE | A | Teacher, Resource, Special Ed. | ROSEMONT HIGH SCHOOL | 8/29/2017 | 12/13/2017 | LOA (PD) PDL/HE, 8/29-12/13/17 |
| DISANTIS | MICHAEL | B | Teacher, Elementary | NEW JOSEPH BONNHEIM | 9/21/2017 | 6/30/2018 | LOA (UNPD) ADMIN 9/21/17-6/30/18 |
| HETRICK | DEBRA | B | Principal, Elementary School | PONY EXPRESS ELEMENTARY SCHOOL | 8/2/2017 | 8/20/2017 | LOA RTN (PD) ADMIN 8/2/17 |
| AVIS | HEIDI | A | Teacher, Elementary | TAHOE ELEMENTARY SCHOOL | 6/24/2017 | 6/30/2018 | LOA RTN (PD) HE 6/24/17 |
| LAWRENCE | WILLIAM | B | Teacher, Spec Ed | ROSEMONT HIGH SCHOOL | 8/31/2017 | 6/30/2018 | LOA RTN (UNPD) ADMIN 8/31/17 |
| HARRIS | ELLIOT | A | Teacher, High School, Contin. | AMERICAN LEGION HIGH SCHOOL | 7/1/2017 | 6/30/2018 | LOA (UNPD) 7/1-6/30/18 |
| VIGLIONE | GRETCHEN | Q | Teacher, Elementary | LONG TERM LEAVES | 7/1/2017 | 6/30/2018 | LOA (UNPD) FMLA/CFRA 9/18-2/22/18 |
| DO | KIN | A | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 6/30/2018 | LOA RTN (PD) HE 8/14/17 |
| SCHLECHT | RAMONA | A | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 8/14/2017 | 6/30/2018 | LOA (PD) HE 6/2/17 |
| SCHLECHT | RAMONA | A | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 8/13/2017 | LOA (PD) HE 6/2/17 |
| SEPARATE / RESIGN / RETIRE | | | | | | | |
| COONEY | RODERICK | A | Teacher, High School | CAPITAL CITY SCHOOL | 7/1/2017 | 10/31/2017 | SEP/RESIGN 10/31/17 |
| VANG | YE | C | Teacher, Child Development | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 10/13/2017 | SEP/RESIGN 10/13/17 |
| DAOHEUANG | SOMPANE | B | Teacher, Elementary | ABRAHAM LINCOLN ELEMENTARY | 9/20/2017 | 10/5/2017 | SEP/RESIGN 10/5/17 |
| MOJIBI | MARCELLA | A | Lang. Speech & Hearing Spectist | SPECIAL EDUCATION DEPARTMENT | 7/1/2016 | 6/30/2017 | SEP/RESIGN 6/16/17 |
| RANGEL | OMERO | A | Inst Aid, Spec Ed | A. M. WINN ELEMENTARY SCHOOL | 7/1/2017 | 9/17/2017 | SEP/RESIGN 9/17/17 |
| GUYE | MAKENZIE | A | Lang. Speech & Hearing Spectist | SPECIAL EDUCATION DEPARTMENT | 7/1/2016 | 6/30/2017 | SEP/RESIGN 6/16/17 |
| PEI | LILI | 0 | Teacher, Elementary | WILLIAM LAND ELEMENTARY | 7/1/2017 | 9/21/2017 | SEP/RESIGN 9/21/17 |
| MARSHALL | JASON | B | Teacher, Elementary | JOHN D SLOAT BASIC ELEMENTARY | 8/31/2017 | 9/7/2017 | SEP/RESIGN 9/7/17 |
| FRAZIER | STEVEN | A | Counselor, Middle School | SAM BRANNAN MIDDLE SCHOOL | 7/1/2017 | 10/16/2017 | SEP/RETIRE 10/16/17 |
| KRIER | MILES | A | Teacher, Elementary Spec Subj | BOWLING GREEN ELEMENTARY | 7/1/2017 | 12/29/2017 | SEP/RETIRE 12/29/17 |
| OUSLEY | JOHN | A | Teacher, High School | WEST CAMPUS | 7/1/2017 | 1/26/2018 | SEP/RETIRE 1/26/18 |

Attachment 2: CLASSIFIED 11/02/2017

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|----------------------------------|-----------|---------|-----------------------------------|--------------------------------|------------|------------|------------------------|
| EMPLOY / RE-EMPLOY | | | | | | | |
| THOMAS | CAPRICCIA | B | Fd Sv Asst I | NUTRITION SERVICES DEPARTMENT | 10/11/2017 | 6/30/2018 | EMPLOY 10/11/17 |
| SANDOVAL | APRIL | B | Office Tchncn II | NUTRITION SERVICES DEPARTMENT | 10/9/2017 | 6/30/2018 | EMPLOY 10/9/17 |
| HINOJOS | YURIDIA | B | Campus Monitor | H.W. HARKNESS ELEMENTARY | 10/17/2017 | 6/30/2018 | EMPLOY PROB 1 10/17/17 |
| ALCORN JR. | DARRIAN | B | IEP Desig Inst Para-Sp Ed | SPECIAL EDUCATION DEPARTMENT | 10/13/2017 | 6/30/2018 | EMPLOY PROB 10/13/17 |
| HASHEMI | SAYED | B | Education Entrepreneur | NEW SKILLS & BUSINESS ED. CTR | 10/16/2017 | 6/30/2018 | EMPLOY PROB 10/16/17 |
| TAYLOR | JONDELL | B | Library Media Tech Asst | LEATAATA FLOYD ELEMENTARY | 10/20/2017 | 6/30/2018 | EMPLOY PROB 10/20/17 |
| LEWIS | AHISHA | B | Child Dvlp Ftclites/Lctngng Splis | CHILD DEVELOPMENT PROGRAMS | 10/30/2017 | 6/30/2018 | EMPLOY PROB 10/30/17 |
| OSTAPENKO | NELLYA | B | IEP Desig Inst Para-Sp Ed | SPECIAL EDUCATION DEPARTMENT | 10/2/2017 | 6/30/2018 | EMPLOY PROB 10/2/17 |
| LUNA | NOEMI | B | Fd Sv Asst I | NUTRITION SERVICES DEPARTMENT | 10/2/2017 | 6/30/2018 | EMPLOY PROB 10/2/17 |
| GREGORIO | KATHLEEN | B | Fd Sv Asst I | NUTRITION SERVICES DEPARTMENT | 10/3/2017 | 6/30/2018 | EMPLOY PROB 10/3/17 |
| HORNER | KELLIE | B | Fd Sv Asst I | NUTRITION SERVICES DEPARTMENT | 10/3/2017 | 6/30/2018 | EMPLOY PROB 10/3/17 |
| MUNOZ | ROSA | B | Teacher Asst Bill I - Spanish | MATSUYAMA ELEMENTARY SCHOOL | 10/3/2017 | 6/30/2018 | EMPLOY PROB 10/3/17 |
| SHIMOSAKA | MASUMI | B | Instructional Aide | MATSUYAMA ELEMENTARY SCHOOL | 10/5/2017 | 6/30/2018 | EMPLOY PROB 10/5/17 |
| ASHWOOD | ANITA | B | Fd Sv Asst I | NUTRITION SERVICES DEPARTMENT | 9/21/2017 | 6/30/2018 | EMPLOY PROB 8/21/17 |
| MCGEE JR. | FRANKLIN | B | Campus Monitor | AMERICAN LEGION HIGH SCHOOL | 9/27/2017 | 6/30/2018 | EMPLOY PROB 9/27/17 |
| VANG | NOU | B | Teacher Assistant, Bilingual | WOODBINE ELEMENTARY SCHOOL | 9/29/2017 | 6/30/2018 | EMPLOY PROB 9/29/17 |
| DEWITT | ANNA | B | School Office Manager II | NEW TECH | 10/2/2017 | 6/30/2018 | EMPLOY PROB 10/2/17 |
| KINDEL | MICKI | B | Clerk II | O. W. ERLEWINE ELEMENTARY | 9/18/2017 | 6/30/2018 | EMPLOY PROB 1 9/18/17 |
| COOK | CHARLEE | B | Instructional Aide | H.W. HARKNESS ELEMENTARY | 9/19/2017 | 6/30/2018 | EMPLOY PROB 1 9/19/17 |
| STEWART | STEVAN | B | Campus Monitor | H.W. HARKNESS ELEMENTARY | 9/19/2017 | 6/30/2018 | EMPLOY PROB 1 9/19/17 |
| OSBORNE | SARA | B | Library Media Tech Asst | PARKWAY ELEMENTARY SCHOOL | 9/26/2017 | 6/30/2018 | EMPLOY PROB 9/26/17 |
| LOPEZ FLORES | ALMA | B | Parent Advisor | LUTHER BURBANK HIGH SCHOOL | 9/6/2017 | 6/30/2018 | EMPLOY PROB 9/6/17 |
| BASTRON | TANIA | B | InstAid, Spec Ed | ISADOR COHEN ELEMENTARY SCHOOL | 9/18/2017 | 6/30/2018 | EMPLOY PROB 9/18/17 |
| ALDAMA | ASHLYN | B | InstAid, Spec Ed | JOHN F. KENNEDY HIGH SCHOOL | 9/18/2017 | 6/30/2018 | EMPLOY PROB 9/18/17 |
| KAESTNER | JOSHUA | B | Floor, Tile & Shade Repair | FACILITIES MAINTENANCE | 10/9/2017 | 6/30/2018 | REEMPL PROB 1 10/9/17 |
| GALLOWAY-SOLANGON | MARIA | B | Instructional Aide | A.WARREN McCLASKEY ADULT | 9/26/2017 | 6/30/2018 | REEMPL PROB 9/26/17 |
| TORRES | ONEIDA | A | Clerk II | LEONARDO da VINCI ELEMENTARY | 9/13/2017 | 6/30/2018 | REEMPL EFF 9/13/17 |
| RE-ASSIGN / STATUS CHANGE | | | | | | | |
| CASTANEDA ALFARO | MIGUEL | B | Maint and Grounds Asst Sprvrs | FACILITIES MAINTENANCE | 10/2/2017 | 6/30/2018 | RE/ASTCHG 10/2/17 |
| BROWN | AUTUMN | B | Transition Asst SpEd | SPECIAL EDUCATION DEPARTMENT | 10/16/2017 | 6/30/2018 | RE/ASTCHG 10/16/17 |
| LEMTHONGSAMOUT | LA | B | Accts Payable Lead Technician | ACCOUNTING SERVICES DEPARTMENT | 10/2/2017 | 10/31/2017 | RE/ASTCHG 10/2/17 |
| AGPOON | MARLON | B | Lead Fire Alarm Tech | FACILITIES MAINTENANCE | 9/11/2017 | 6/30/2018 | RE/ASTCHG 9/11/17 |
| GERMSCHHEID | SHALA | B | Attendance Tech II | ALBERT EINSTEIN MIDDLE SCHOOL | 9/18/2017 | 6/30/2018 | RE/ASTCHG 9/18/17 |
| TOM | SANDRA | B | Attendance Tech II | LUTHER BURBANK HIGH SCHOOL | 8/30/2017 | 6/30/2018 | RE/ASTCHG 8/30/17 |
| ROMERO | SANDRA | B | Fd Sv Asst III | NUTRITION SERVICES DEPARTMENT | 8/31/2017 | 6/30/2018 | RE/ASTCHG 8/31/17 |
| ELDER | EDDIE | B | InstAid, Spec Ed | LUTHER BURBANK HIGH SCHOOL | 8/31/2017 | 6/30/2018 | RE/ASTCHG 8/31/17 |
| CHAMBERS | MALINDA | B | Administrative Asst-EIS | FAMILY/COMMUNITY ENGAGEMENT | 7/1/2017 | 6/30/2018 | RE/ASTCHG 7/1/17 |
| NITTA | EMILY | B | Speech-Lang Pathology Asst | SPECIAL EDUCATION DEPARTMENT | 9/18/2017 | 6/30/2018 | RE/ASTCHG 9/18/17 |
| RODRIGUEZ | ADRIANA | B | Spec II Student Support Svcs | INTEGRATED COMMUNITY SERVICES | 9/11/2017 | 6/30/2018 | RE/ASTCHG 9/11/17 |
| PARKER | MISHAE | B | Spec II Student Support Svcs | INTEGRATED COMMUNITY SERVICES | 9/11/2017 | 6/30/2018 | RE/ASTCHG 9/11/17 |
| ESTRADA | DESIRAE | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | AMEND/STCHG 9/26/17 |
| HUERTA | ANNA | A | Bus Attendant | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| HALEY | KATHERINE | A | Bus Attendant | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| LE | TRUONG | A | Bus Driver | TRANSPORTATION SERVICES | 10/5/2017 | 6/30/2018 | STCHG 10/5/17 |
| GILL | MANJINDER | A | Bus Driver | TRANSPORTATION SERVICES | 10/3/2017 | 6/30/2018 | STCHG 10/3/17 |
| KESSLER | MICHAEL | A | Bus Driver | TRANSPORTATION SERVICES | 10/6/2017 | 6/30/2018 | STCHG 10/6/17 |
| KNIGHT | STEVEN | A | Bus Driver | TRANSPORTATION SERVICES | 10/9/2017 | 6/30/2018 | STCHG 10/9/17 |
| ALVAREZ | JOSE | A | Bus Driver | TRANSPORTATION SERVICES | 10/13/2017 | 6/30/2018 | STCHG 10/13/17 |
| ALLEN | SHAWNA | A | Bus Attendant | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| LEWIS-ECKFORD | BRANDY | A | Bus Driver | TRANSPORTATION SERVICES | 10/13/2017 | 6/30/2018 | STCHG 10/13/17 |
| BROADBENT | MISTY | B | Bus Driver | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| ALVAREZ | COLLEEN | A | Bus Driver | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| GARCIA | MELIZA | A | Bus Driver | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| BALDERAS | VERONICA | A | Bus Driver | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| PEVEY | DEBRA | B | Clerk II | OAK RIDGE ELEMENTARY SCHOOL | 8/31/2017 | 6/30/2018 | STCHG 8/31/17 |
| EVANS | KATHLEEN | A | Inst Aide Child Dev | CHILD DEVELOPMENT PROGRAMS | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| JACKSON | ROSE | A | Bus Driver | TRANSPORTATION SERVICES | 10/10/2017 | 6/30/2018 | STCHG 10/10/17 |
| PHAN | MINH | A | Bus Driver | TRANSPORTATION SERVICES | 10/13/2017 | 6/30/2018 | STCHG 10/13/17 |
| SHARP | JENNIFER | A | Bus Driver | TRANSPORTATION SERVICES | 10/13/2017 | 6/30/2018 | STCHG 10/13/17 |
| PHUNG | LIEN | A | Bus Attendant | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| WADE | CARMEN | A | Bus Attendant | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| SAECHAO | NAI | A | Bus Driver | TRANSPORTATION SERVICES | 10/17/2017 | 6/30/2018 | STCHG 10/17/17 |

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|-------------------|------------|---------|------------------------------|-------------------------------|------------|------------|---|
| RICHARDS | DANNY | A | Bus Driver | TRANSPORTATION SERVICES | 10/26/2017 | 6/30/2018 | STCHG 10/26/17 |
| RODRIGUEZ | ELIZABETH | A | Bus Driver | TRANSPORTATION SERVICES | 10/26/2017 | 6/30/2018 | STCHG 10/26/17 |
| MINOR | OLIVIA | A | Bus Driver | TRANSPORTATION SERVICES | 10/9/2017 | 6/30/2018 | STCHG 10/9/17 |
| NGUYEN | BINH | B | Bus Driver | TRANSPORTATION SERVICES | 10/9/2017 | 6/30/2018 | STCHG 10/9/17 |
| MURPHY | JACKIE | A | Bus Driver | TRANSPORTATION SERVICES | 10/16/2017 | 6/30/2018 | STCHG 10/16/17 |
| WADE | ADAM | A | Bus Driver | TRANSPORTATION SERVICES | 10/9/2017 | 6/30/2018 | STCHG 10/9/17 |
| WIDMAN | MICHELLE | B | Fd Sv Asst IV | NUTRITION SERVICES DEPARTMENT | 9/13/2017 | 6/30/2018 | STCHG 9/13/17 |
| MUNOZ | ALEXANDRIA | B | InstAid, Spec Ed | THE MET | 10/2/2017 | 10/31/2017 | STCHG 10/2/17 |
| BUTLER | CHERYL | A | Campus Monitor | LUTHER BURBANK HIGH SCHOOL | 9/1/2017 | 6/30/2018 | STCHG 9/1/17 |
| HARRIS | MONICA | A | Inst Aide Child Dev | CHILD DEVELOPMENT PROGRAMS | 10/2/2017 | 6/30/2018 | STCHG 10/2/17 |
| RIVERA | SHAWN | B | Multi Site Supervisor | NUTRITION SERVICES DEPARTMENT | 10/13/2017 | 6/30/2018 | STCHG 10/13/17 |
| CROSS | MARTHA | A | Bus Attendant | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| DEL TORO | YESENIA | A | Bus Driver | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| LEE | ALICE | A | Bus Attendant | TRANSPORTATION SERVICES | 9/27/2017 | 6/30/2018 | STCHG 9/27/17 |
| FARIAS | ANABEL | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | STCHG 9/26/17 |
| GARCIA | ROSALBA | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | STCHG 9/26/17 |
| LUCAS | DAVID | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | STCHG 9/26/17 |
| DELAROSA | DAVID | A | Bus Driver | TRANSPORTATION SERVICES | 9/20/2017 | 6/30/2018 | STCHG 9/20/17 |
| DOLLSON | MARLANA | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | STCHG 9/26/17 |
| WELCH | REGINA | A | Bus Driver | TRANSPORTATION SERVICES | 10/5/2017 | 6/30/2018 | STCHG 10/5/17 |
| RODRIGUEZ | MONICA | A | Teacher Assistant, Bilingual | PARKWAY ELEMENTARY SCHOOL | 7/1/2017 | 6/30/2018 | STCHG 7/1/17 |
| RILEY | PATSY | A | Bus Driver | TRANSPORTATION SERVICES | 10/5/2017 | 6/30/2018 | STCHG 10/5/17 |
| MARTIN | CEDRIC | A | Bus Driver | TRANSPORTATION SERVICES | 10/5/2017 | 6/30/2018 | STCHG 10/5/17 |
| McGLOTHLIN | ELMON | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | STCHG 9/26/17 |
| WADE-CHADWICK | DOMINIQUE | A | Bus Driver | TRANSPORTATION SERVICES | 9/26/2017 | 6/30/2018 | STCHG 9/26/17 |
| MOORE | BARBARA | A | Bus Attendant | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| ODOM | JOE | B | Bus Attendant | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| SIERRA CRUZ | GLADYS | A | Bus Attendant | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| NGUYEN | HUY | A | Bus Driver | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| NGUYEN | LINDA | A | Bus Driver | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| RAMIREZ | WILLIAM | A | Bus Driver | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| SANCHEZ | BARBARA | A | Bus Driver | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| VALENCIA | ROSIE | A | Bus Attendant | TRANSPORTATION SERVICES | 9/29/2017 | 6/30/2018 | STCHG 9/29/17 |
| PRICE URIBE | ELIZABETH | A | Bus Driver | TRANSPORTATION SERVICES | 10/2/2017 | 6/30/2018 | STCHG 10/2/17 |
| RAMIREZ | JAMES | A | Bus Driver | TRANSPORTATION SERVICES | 9/28/2017 | 6/30/2018 | STCHG 9/28/17 |
| COLLINS | CASEY | A | Inst Aid, Spec Ed | SPECIAL EDUCATION DEPARTMENT | 7/1/2017 | 10/31/2017 | STCHG 7/1/17 |
| SEAMAN | JILEAN | A | Clerk I | NICHOLAS ELEMENTARY SCHOOL | 9/18/2017 | 6/30/2018 | STCHG 9/18/17 |
| HUANG | RENPING | R | Teacher Assistant, Bilingual | WILLIAM LAND ELEMENTARY | 7/1/2017 | 11/30/2017 | STCHG TO PERM 7/1/17 |
| VILLANUEVA ALBOR | VERONICA | A | Teacher Assistant, Bilingual | LUTHER BURBANK HIGH SCHOOL | 7/1/2017 | 10/31/2017 | STCHG TO PERM 7/1/17 |
| VILLANUEVA ALBOR | VERONICA | A | Teacher Assistant, Bilingual | LUTHER BURBANK HIGH SCHOOL | 11/1/2017 | 6/30/2018 | STCHG TO PERM 7/1/17 |
| LEAVES | | | | | | | |
| VUE | MAI | A | Teacher Assistant, Bilingual | PACIFIC ELEMENTARY SCHOOL | 11/1/2017 | 2/2/2018 | AMEND/LOA FMLA/CFRA (PD) 11/1/17-2/2/18 |
| VUE | MAI | A | Teacher Assistant, Bilingual | PACIFIC ELEMENTARY SCHOOL | 10/7/2017 | 10/31/2017 | AMEND/LOA PD HEPDL 10/7/17-10/31/17 |
| MAISONET-BURSIAGA | JESSICA | A | Bus Driver | TRANSPORTATION SERVICES | 2/14/2018 | 10/31/2017 | LOA (PD) FMLA/CFRA 10/28-2/14/18 |
| EVANS | TANESHA | A | Buyer II | PURCHASING SERVICES | 9/30/2017 | 10/31/2017 | LOA (PD) HE 9/30/17-10/31/17 |
| STERN-LAUN | JANET | A | Warehouse Records Clerk | DISTRIBUTION SERVICES | 7/1/2017 | 6/30/2018 | LOA (PD) FMLA 8/25/17-11/24/17 |
| COOKSEY | CAITLIN | B | InstAid, Spec Ed | JAMES W MARSHALL ELEMENTARY | 10/23/2017 | 12/8/2017 | LOA (PD) PDU/HE: 10/23-12/8/17 |
| SPILLER | EDIE | B | InstAid, Spec Ed | SEGOVIA ELEMENTARY SCHOOL | 9/30/2017 | 11/11/2017 | LOA (PD) PDU/HE: 9/30-11/11/17 |
| MOJA | KIA | A | Certified Occup Therapy Asst | SPECIAL EDUCATION DEPARTMENT | 10/23/2017 | 12/22/2017 | LOA (UNPD) FMLA/CFRA, 10/23-12/22/17 |
| BYTHELL | STEVEN | A | Tech Support Spec I | INFORMATION SERVICES | 11/1/2017 | 3/31/2018 | LOA (UNPD) PC, 11/1/17-3/31/18 |
| MURILLO DE PENIA | MANUELA | B | Clerk II | WOODBINE ELEMENTARY SCHOOL | 10/20/2017 | 10/31/2017 | LOA FMLA/CFRA PD 10/20/17-11/16/17 |
| MAYORGA | IRMA | B | InstAid, Spec Ed | JOHN D SLOAT BASIC ELEMENTARY | 12/11/2017 | 3/22/2018 | LOA FMLA/CFRA PD 12/11/17-3/22/18 |
| PHILLIPS-MILLER | YOLANDA | A | School Office Manager II | CALIFORNIA MIDDLE SCHOOL | 9/5/2017 | 9/27/2017 | LOA FMLA/CFRA PD 9/5/17-9/27/17 |
| SESTITO | RONALD | A | School Plant Ops Mngr I | LEATAATA FLOYD ELEMENTARY | 11/1/2017 | 11/1/2017 | LOA FMLA/CFRA/HEALTH 9/28-11/1/17 |
| PHILLIPS-MILLER | YOLANDA | A | School Office Manager II | CALIFORNIA MIDDLE SCHOOL | 9/28/2017 | 6/30/2018 | LOA FMLA/CFRA 9/28/17-12/14/17 |
| MAYORGA | IRMA | B | InstAid, Spec Ed | JOHN D SLOAT BASIC ELEMENTARY | 10/2/2017 | 12/10/2017 | LOA PDU/HE PD 10/2/17-12/10/17 |
| CARLEY | KOY | B | Office Tchnnc III | KIT CARSON MIDDLE SCHOOL | 9/15/2017 | 10/31/2017 | LOA (PD) FMLA/CFRA/HE: 9/15-11/21/17 |
| MERGHANT | LUCY | A | Campus Monitor | ALBERT EINSTEIN MIDDLE SCHOOL | 7/1/2017 | 6/30/2018 | LOA INT PD FMLA/CFRA 9/11/17-12/1/17 |
| CRUSTO | ARLENE | B | Custodian | PETER BURNETT ELEMENTARY | 10/2/2017 | 6/30/2018 | LOA RTN (PD) FMLA/CFRA/HE 10/2/17 |
| TRUJILLO | ZULEYMA | B | Teacher Assistant, Bilingual | WOODBINE ELEMENTARY SCHOOL | 10/16/2017 | 10/31/2017 | LOA RTN 10/16/17 |
| MAYORGA | IRMA | B | InstAid, Spec Ed | JOHN D SLOAT BASIC ELEMENTARY | 3/23/2018 | 6/30/2018 | LOA RTN 3/23/18 |
| ABRAMYAN | EMILIA | A | Inst Aid, Spec Ed | O. W. ERLEWINE ELEMENTARY | 9/25/2017 | 6/30/2018 | LOA(PD)RTN 9/25/17 |
| NARVAEZ | CHRISTINA | R | Youth Services Pgm Associate | YOUTH DEVELOPMENT | 9/21/2017 | 6/30/2018 | RTN FR UNPD PCLOA 9/21/17 |



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1c

Meeting Date: November 2, 2017

Subject: Approve Developer Fees Report for Fiscal Year Ending June 30, 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: Review and approve the Annual Developer Fees Report for Fiscal Year Ending June 30, 2017.

Background/Rationale: Sections 66001 and 66006 of the Government Code require that the School District provide to the public information on developer fees received from new residential and commercial/industrial development to mitigate the impact of public improvement on the school facilities of the School District.

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Annual Developer Fees Report for the Fiscal Year Ending June 30, 2017

Estimated Time of Presentation: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

ANNUAL DEVELOPER FEE REPORT FOR FISCAL YEAR ENDING JUNE 30, 2017

I. OVERVIEW/HISTORY:

Sacramento City Unified School District ("School District") currently collects statutory school fees or "Developer Fees" pursuant to Education Code Section 17620 *et seq.* and Government Code Section 65995 *et seq.* Government Code Sections 66001 and 66006 require the School District provide to the public information on Developer Fees received from new residential and commercial/industrial development to mitigate the impact of public improvements on the school facilities of the School District ("Reportable Fees").

Per the Government Code, the School District is required to provide the following information on Reportable Fees for the prior fiscal year:

1. Amount of fees collected
2. Amount of interest earned
3. Amounts spent on projects to accommodate additional enrollment from new residential and commercial/industrial development

Additionally, the School District is required to identify the following:

1. The proposed purposes to which Reportable Fees may be spent
2. The Reasonable Relationship between the Reportable Fees and the purpose to which they are to be spent
3. The funding sources and expected funding availability date for school facilities projects for which Reportable Fees are required

The following Annual Report for fiscal year ending June 30, 2017, includes the information and proposed findings the School District intends to review and adopt in accordance with Government Code Sections 66001 and 66006.

II. Annual Report for Fiscal Year Ending June 30, 2017:

In accordance with Government Code Section 66006(b)(1) and (2), the School District hereby presents the following information for fiscal year 2016/2017 (i.e. July 1, 2016 through June 30, 2017) with regard to the annual Reportable Fees:

A. Description of the Type of Reportable Fees in the Account or Sub-account(s) of the School District

The Reportable Fees of the School District for fiscal year 2016/2017 consist of Developer Fees. The School District collected Developer Fees from new residential and commercial/industrial development in the amounts noted below.

B. Amount of the Reportable Fees

The Developer Fees rates for fiscal year 2016/2017 were as follows:

- \$3.36 per square foot of assessable space for residential development constructed within the School District; and
- \$0.54 per square foot of covered and enclosed space for commercial/industrial development; and
- \$0.26 per square foot of covered and enclosed space for retail self-storage development

All above fees were adopted by the Board on October 15, 2015, by Resolution No. 2857 based on the "Developer Fee Justification Report" dated September 8, 2015.

C. Developer Fees Revenue/Expenditure Actuals for Fiscal Year Ending June 30, 2017

Below summarizes the beginning and ending balances, the amount of Reportable Fees collected and interest earned, additional refunds/revenues, and total expenditures during fiscal year 2016/2017.

Sacramento City Unified School District
Developer Fees Revenue/Expenditure Actuals
for Fiscal Year Ending June 30, 2017

| | | | 6/30/2017 |
|---|--|----------------|-------------------------|
| Beginning Fund Balance | | | \$ 6,224,801.43 |
| REVENUE | | | |
| Developer Fees Collected | | | \$ 4,496,567.59 |
| Educational Revenue Augmentation Fund (City and County Redevelopment) | | | \$ 1,015,556.37 |
| Interest Earned | | | 62,070.00 |
| All Other Local Revenue | | | 154,517.25 |
| All Other Local Revenue (City and County Redevelopment) | | | - |
| 2016-17 Total Revenue | | | \$ 5,728,711.21 |
| TOTAL AVAILABLE REVENUE | | | \$ 11,953,512.64 |
| EXPENDITURES | | | |
| Site | Purpose | Type | |
| District Operations | Consulting for Office of Public School Construction Applications | Administrative | \$ 290.00 |
| District Operations | Point of Sale machine to accept credit card payments | Administrative | \$ 965.65 |
| Theodore Judah | Construction of new 2 story classroom building | Instructional | \$ 2,000,000.00 |
| Project Green (City and County Redevelopment) | Project Green awarded projects expenses | Instructional | <u>\$ 307,989.77</u> |
| TOTAL EXPENDITURES | | | \$ 2,309,245.42 |
| 2016-2017 Available Ending Fund Balance | | | \$ 9,644,267.22 |

D. Identification of Each Improvement Funded with Reportable Fees and the Expenditure Amount, Including the Total Percentage of the Cost of Each Project of the School District that was Funded with Reportable Fees, for fiscal year 2016/2017.

The School District expensed \$2,307,989.77 on site projects.

| | | |
|---|----------------|------|
| • AM Winn Eco-Landscaping | \$3,240.00 | 100% |
| • Bret Harte HVAC for Multipurpose Room | \$46,748.67 | 100% |
| • Bret Harte Eco-Landscaping | \$1,844.50 | 100% |
| • Caleb Greenwood Eco-Landscaping | \$6,350.00 | 100% |
| • John D Sloat HVAC Controllers | \$102,760.00 | 100% |
| • John D Sloat Outdoor Learning Center | \$3,240.00 | 100% |
| • Theodore Judah New Construction 2-Story Bldg | \$2,000,000.00 | 39% |
| • West Campus Irrigation Improvements | \$47,460.00 | 100% |
| • John F Kennedy Irrigation Improvements | \$73,207.00 | 97% |
| • Luther Burbank Irrigation Improvements | \$20,979.60 | 5% |
| • AW McClaskey New Rain Gutters and Eco-Landscaping | \$2,160.00 | 100% |

E. Identification of an Approximate Date by Which the Construction of Project(s) of the School District will Commence if the School District Determines that Sufficient Funds have been Collected to Complete Financing on an Incomplete Project of the School District, as Identified in Paragraph (2) of Subdivision (A) of Section 66001, and the Project of the School District Remains Incomplete

The School District determined that it will have sufficient funds to continue or begin construction of the following projects in fiscal year 2017/2018:

- Albert Einstein Eco-Landscaping
- AM Winn Outdoor Learning Space
- Bowling Green Eco-Landscaping
- Caleb Greenwood Irrigation Improvements
- Floyd Farms

F. Description of each Interfund Transfer or Loan Made from the Account or Sub-Account(s), Including Project(s) of the School District on which the Transferred or Loaned Reportable Fees will be Expended, and, in the Case of an Interfund Loan, the Date on Which the Loan will be Repaid, and the Rate of Interest that the Account or Sub-Account(s) will Receive on the Loan

No transfers or loans of Reportable Fees were made in fiscal year 2016/2017.

G. The Amount of Refunds made or Revenues Allocated for Other Purposes if the Administrative Costs of Refunding Unexpended Revenues Exceed the Amount to be Refunded

\$34,062.44 in refunds of Reportable Fees were made pursuant to Government Code Section 66001(e) in fiscal year 2016/2017.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1d

Meeting Date: November 2, 2017

Subject: Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of July 2017 through September 2017

- 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 Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of July 2017 through September 2017.

Background/Rationale: The Williams Settlement Case and Education Code §35186 states that persons may now use the uniform complaint process to file complaints regarding deficiencies in instructional materials, facility problems, and teacher vacancy or mis-assignment. The District is required to report on these complaints to the Superintendent of the Sacramento County Office of Education. The report must contain the number of complaints by general subject area and the number of resolved and unresolved complaints.

Financial Considerations: None

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Complaint Report – Attachment A-1

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A. Aguilar, Superintendent

Sacramento City Unified School District
Complaint Report
Submitted to the Superintendent
Sacramento County Office of Education
Pursuant to Education Code 35186

July through September, 2017

| Number of Complaints | Instructional Material | Facilities | Teacher Vacancy and Misassignment | CAHSEE | Resolved | Unresolved |
|-----------------------------|-------------------------------|-------------------|--|---------------|-----------------|-------------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total: 0 | | | | | | |



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1e

Meeting Date: November 2, 2017

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

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

Department: Board of Education

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

Background/Rationale: The recommendation of the Board President is to appoint Board Member Christina Pritchett to serve the remainder of Member Cochrane's term ending March 31, 2018 and a two year term commencing on April 1, 2018 through March 31, 2020.

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

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

Estimated Time of Presentation: N/A

Submitted by: Jerome M. Behrens, General Counsel

Approved by: Jorge A. Aguilar, Superintendent



Delegate Assembly Appointment Form

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

CSBA Region/subregion # 6B

The Board of Education of the Sacramento City Unified School District
(School District or COE)

wishes to appoint: Christina Pritchett to the
(Appointee)

CSBA Delegate Assembly beginning October 1, 2017 through March 31, 2020.
(Date) (Date)

- The appointee has consented to this appointment, and the remainder of Member Cochrane's term ending March 31, 2018
- Attached is the appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé.



Board Clerk or Board Secretary (signed)

Jorge A. Aguilar

Board Clerk or Board Secretary (printed)

October 11, 2017

Date

PLEASE NOTE: The appointment and candidate biographical sketch forms must be returned, faxed to (916) 371-3407 or mailed with U.S.P.S. postmark to CSBA, Attn: Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95691. Please contact CSBA Executive Office at (800) 266-3382 should you have any questions. Thank you.

APPOINTED Delegate Assembly Biographical Sketch Form

Due: Sunday, January 7, 2018

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

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

| | |
|--|--|
| Name: <u>Christina Pritchett</u> | CSBA Region-subregion #: <u>6B</u> |
| District Name: <u>Sacramento City Unified School District</u> | Years on board: <u>5 years</u> |
| Profession: <u>Training Consultant</u> Contact Number: <u>916-716-8546</u> Primary E-mail*: <u>pritchett4scusd@yahoo.com</u> | <small>*Communications from CSBA will be sent to primary email</small> |
| Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____ | |

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

To broaden my knowledge and engage fully with CSBA. I have been an engaged Board member for five years and believe I have a lot to offer to CSBA.

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

I stay very active within my community and board. I am currently serving as a chairman of the SCUSD Facilities Committee, and a position on the Superintendent Evaluation Committee. I have also served as President, Vice President, and 2nd Vice President on the SCUSD Board of Education. I am also an active member of the Parent/Teacher Home Visit Project National Board.

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

I believe it all starts with education. Many Board members start and have no experience with local government. I believe CSBA can help with training. I know you have a New Board Member Orientation, but I think we can do a better job. I also see a lot of boards that need more training on how to work effectively together.

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

Signature: Christina Pritchett

Date: October 10, 2017



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1f

Meeting Date: November 2, 2017

Subject: Approve Youth Development Field Trip to Louisville, Kentucky
November 28 – December 1, 2017

- 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 Men's Leadership Academy students from Rosemont and West Campus High Schools to attend the 7th Annual Rumble Young Man Rumble to Louisville, Kentucky from November 28, 2017 – December 1, 2017.

Background/Rationale: On November 28, 2017 – December 1, 2017, students from Rosemont and West Campus' Men's Leadership Academies will travel by commercial airline to Louisville, Kentucky to participate in the 7th Annual Rumble Young Man Rumble conference.

Financial Considerations: There is no cost to the District. Expenses are being paid by the Campaign for Black Male Achievement.

LCAP Goal(s): College and Career Ready Students. Clean, Healthy and Safe Learning Environment

Documents Attached:

1. Out-of-State field trip documents

Estimated Time of Presentation: N/A

Submitted by: Lisa Allen, Deputy Superintendent
Doug Huscher, Assistant Superintendent

Approved by: Jorge A. Aguilar, Superintendent

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

Parent Permission Form is required for each student field trip. See below reference distribution section for details concerning each type of trip.

School Name Youth Development Date 10 / 18 / 17

Teacher's Name Marcus Strother Room # _____ Telephone # 916-634-7992
 Fax # _____

Field Trip Destination Louisville Metro Hall, Louisville, Kentucky

Local-50 mile radius (bus/walking) Local-50 mile radius (driver led trips) Out-of-Town (Beyond 50 mile radius)
(forward directly to Field Trip Office)

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

Route Sacramento Metro Airport to Louisville, Kentucky Airport

Educational nature of field trip/excursion The Rumble Young Man Rumble Conference is designed to help young men and boys to improve their life chances

Depart Date 11 / 29 / 17 Time 4:00AM am/pm Return Date 12 / 01 / 17 Time 9:00PM am/pm

TRANSPORTATION will be provided by: Walking School Bus - contact Transportation Field Trip Office
 Charter Bus Company (certified): Yes No - Check with Field Trip Office
 Private Vehicle/Parent Driver/Faculty Driver - Complete Volunteer Personal Automobile Use Form for each vehicle and driver, must have fingerprint clearance (check with Human Resources for fingerprint clearances)
 Public Transportation Train Commercial Airline Other: _____

Funding Source Campaign for Black Male Achievement Financial Assistance Available? Yes No

Number of students participating: 2

Adult Chaperones/Drivers: DRIVER DRIVER
 1) _____ yes no 2) _____ yes no
 3) _____ yes no 4) _____ yes no

Teachers and Staff Attending:
 1) Marcus Strother yes no 2) _____ yes no
 3) _____ yes no 4) _____ yes no

Principal Approval [Signature] Date 10-20-17

Risk Management Approval (Unusual Activities) [Signature] Date 10/20/17

Segment Administrator Approval _____ Date _____

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

1. **Local Trip (school or charter bus):** (50-mile radius) - Submit to Principal for approval. Maintain all documents at site and forward a copy to Segment Administrator.
2. **Local Trip:** (50-mile radius: driver led, walking trip) - Submit driver led trips to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip. Submit walking trips to Principal for approval then forward to Segment Administrator for approval 2 weeks prior to trip.
3. **Out-of-Town:** (beyond 50-mile radius) - Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip.
4. **Overnight Trip:** Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip.
5. **Trip Involving Swimming or Wading:** Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip.
6. **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 for approval 6 weeks prior to trip. This may require **Special Event Liability Insurance**.
7. **Out-of-State/Country:** Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip. Must have Superintendent, Board of Education and Risk Management approval prior to trip. Segment Administrator will place field trip item on Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board of Education.
8. **Approved forms will be returned by Segment Administrator. Maintain a copy of all forms at site for 2 years.**

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

School Name Youth Development Date 10/18/17

Teacher's Name Marcus Strother Room # _____ Telephone # _____

Field Trip Destination Louisville, Kentucky

Reason for travel To attend the 7th Annual Rumble Young Man Rumble conference.

The goal of the conference is to continue connecting, compelling and creating
catalytic healing so we can continue improving life chances that help black men
and boys love, learn and lead.

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.

None

Attach a detailed itinerary for each day: See attachment.

Signed _____
Teacher

Approvals:

[Signature] 10-19-2017
Principal Date

[Signature] 10/20/17
Risk Management Dept. Date

Segment Administrator Date

Superintendent Date

[Signature] 10/27/17
Board Approval Date

TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

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

School/Department Youth Development Date Oct 19, 2017

Date(s) of Event 11/29/17 - 12/1/17 Location Louisville, Kentucky

Event Title (attach brochure) CBMA Rumble Young Man Rumble Convening

Purpose* To help students build relationships throughout the education field, connecting, compelling and creating catalytic healing, promoting a passion for continuing education for young men of color.

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

How does this travel align with the District's strategic plan? Providing equity to students outside of the classroom, promoting higher education

How will this activity/event be used and shared? Through student councils, staff meetings and workshops.

| Name of Attendee(s) (attach sheet for additional attendees) | Position | Substitute (Y/N)** | No. of Days Required | Budget Code (for substitute) |
|--|--------------------|-----------------------|--------------------------|---------------------------------|
| <u>Marcus Strother</u> | <u>Coordinator</u> | <u>No</u> | <input type="checkbox"/> | |
| | | No | <input type="checkbox"/> | |
| | | No | <input type="checkbox"/> | |
| | | No | <input type="checkbox"/> | |
| | | No | <input type="checkbox"/> | |

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

Approvals:

Stacey Ault 10.20.17
 Principal/Department Head Signature & Print Name Date

 Cabinet Level or Designee Signature Date 10/20/17

 Chief Business Officer Signature Date 10/27/17

 Superintendent or Designee Signature Date

District cost for all attendees (estimate)

Registration Fee ***

Meals included? No Yes

B L D

Lodging _____

Transportation _____

Meals 500.00

Other _____

TOTAL \$ 500.00

Categorical Budget Code(s): Transportation/lodging paid by CBMA \$ _____

General Fund/Unrestricted 01 0000 0 5230 00 0000 2100 000 0767 000 \$ 500.00

***If any meals are included in the cost of registration, how many of each: Breakfast 2 Lunch 2 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 9.1g

Meeting Date: November 2, 2017

Subject: Approve C.K. McClatchy High School Field Trip to Sandy, Utah
November 30 –December 2, 2017

- 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 McClatchy High School Field Trip to Sandy, Utah from November 30 to December 2, 2017

Background/Rationale: On November 30, 2017 a group of 8 students, 1 teacher chaperone, and 1 parent chaperone from McClatchy High School will travel via commercial airline to Sandy, Utah to participate in a debate competition at Alta High School.

Financial Considerations: No cost to the district.

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, Deputy Superintendent

Mary Hardin Young, Area Assistant Superintendent

Approved by: Jorge A.Aguilar, Superintendent

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

Parent Permission Form is required for each student field trip. See below reference distribution section for details concerning each type of trip.

School Name CK McClatchy _____
 10/8/17 Date _____

Teacher's Name Stephen Goldberg Room # _____ Telephone # 9167120782
 Fax # 9165512196

Field Trip Destination Alta High School, Sandy, UT

Local-50 mile radius (bus/walking) Local-50 mile radius (driver led trips) Out-of-Town (Beyond 50 mile radius)
(forward directly to Field Trip Office)

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

Route Fly from Sacramento to Salt Lake City, shuttles to airport and Alta High School

Educational nature of field trip/excursion Debate tournament

Depart Date 11 / 30 / 17 Time 6:00 am am/pm Return Date 12 / 2 / 17 Time 10:30
 pm am/pm

TRANSPORTATION will be provided by: Walking School Bus - contact Transportation Field Trip Office
 Charter Bus Company (certified): Yes No - Check with Field Trip Office
 Private Vehicle/Parent Driver/Faculty Driver - Complete Volunteer Personal Automobile Use Form for each vehicle
 and driver, must have fingerprint clearance (check with Human Resources for fingerprint clearances)
 Public Transportation Train Commercial Airline Other: _____

Funding Source CKM Debate Boosters Financial Assistance Available? Yes
 No

Number of students participating: 8

Adult Chaperones/Drivers: DRIVER DRIVER

| | | | | | |
|----------------------|-----|--|----------|-----|----|
| 1) <u>Betsy Long</u> | yes | <input checked="" type="checkbox"/> no | 2) _____ | yes | no |
| 3) _____ | yes | no | 4) _____ | yes | no |

Teachers and Staff Attending:

| | | | | | |
|----------------------------|-----|--|----------|-----|----|
| 1) <u>Stephen Goldberg</u> | yes | <input checked="" type="checkbox"/> no | 2) _____ | yes | no |
| 3) _____ | yes | no | 4) _____ | yes | no |

Principal Approval [Signature] Date 10/16/17

Risk Management Approval (Unusual Activities) [Signature] Date 10/18/17

Segment Administrator Approval [Signature] Date 10/19/17

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

- Local Trip (school or charter bus): (50-mile radius) - Submit to Principal for approval. Maintain all documents at site and forward a copy to Segment Administrator.
- Local Trip: (50-mile radius: driver led, walking trip) - Submit driver led trips to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip. Submit walking trips to Principal for approval then forward to Segment Administrator for approval 2 weeks prior to trip.
- Out-of-Town: (beyond 50-mile radius) - Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip.
- Overnight Trip: Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip.
- Trip involving Swimming or Wading: Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks 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 for approval 6 weeks prior to trip. This may require Special Event Liability Insurance.
- Out-of-State/Country: Submit to Principal for approval then forward to Segment Administrator for approval 6 weeks prior to trip. Must have Superintendent, Board of Education and Risk Management approval prior to trip. Segment Administrator will place field trip item on Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board of Education.
- Approved forms will be returned by Segment Administrator. Maintain a copy of all forms at site for 2 years.

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

School Name CK McClatchy Date 10/11/17

Teacher's Name Stephen Goldberg Room # _____ Telephone # 9167120782

Field Trip Destination Alta High School, Sandy UT

Reason for travel Debate Tournament

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: _____

Signed Stephen Goldberg
Teacher

Approvals:

[Signature] 10/12/17
Principal Date

[Signature] 10/13/17
Risk Management Dept. Date

[Signature] 10/19/17
Segment Administrator Date

[Signature] 10/20/17
Superintendent Date

Board Approval Date

TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

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

School/Department CK McClatchy Date October 6, 2017

Date(s) of Event Nov. 30 - Dec. 2, 2017 Location Alta High School, Sandy UT
 Event Title (attach brochure) Alta Debate Tournament
 Purpose* Coach CK McClatchy's policy debate team

*(what value does this activity give student's, attendees, staff, department/site or community?)
 How does this travel align with the District's strategic plan?

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) |
|--|---------------------|----------------------|-------------------------|---------------------------------|
| <u>Stephen Goldberg</u> | <u>Debate Coach</u> | No | 1 | |
| | | 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 | <u>10/11/17</u> | |
| | Date | |
| Cabinet Level or Designee Signature | <u>10/19/17</u> | |
| | Date | |
| Chief Business Officer Signature | <u>10/19/17</u> | |
| | Date | |
| Superintendent or Designee Signature | <u>10/22/17</u> | |
| | Date | |

District cost for all attendees (estimate)

Registration Fee *** 0

Meals Included? Yes No

B L D

Lodging 0

Transportation 0

Meals 0

Other 0

TOTAL 0

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 9.1h

Meeting Date: November 2, 2017

Subject: Approve Rosemont High School Field Trip to Sandy, Utah
November 29– December 3, 2017

- 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 Rosemont High School Field Trip to Sandy, Utah from November 29 to December 3, 2017

Background/Rationale: On November 29, 2017 a group of 4 students, 1 teacher chaperone, and 1 Staff chaperone from Rosemont High School will travel via private vehicle to Sandy, Utah to participate in a debate competition at Alta High School.

Financial Considerations: No cost to the district.

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Out of State Field Trip Documents

| |
|--|
| <p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Lisa Allen, Deputy Superintendent Chad Sweitzer, Area Assistant Superintendent</p> <p>Approved by: Jorge A. Aguilar, 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 Rosemont High Date 11/29/2017-12/3/2017

Teacher's Name Stephen Goldberg Room # _____ Telephone # 916-712-0781
Fax # _____

Field Trip Destination Alta High School, Sandy, Utah

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

Route _____

Educational nature of field trip/excursion Debate

Depart Date 11/29/17 Time 12:00 PM am/pm Return Date 12/3/17 Time 5 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 SUDL Financial Assistance Available? yes no

Number of students participating: 4

- | | | | |
|-----------------------------|---|----------|--|
| Adult Supervisors/ Drivers: | DRIVER | | DRIVER |
| 1) <u>Mark Hernandez</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>Stephen Goldberg</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 |

Principal Approval *Stephen Goldberg* Date _____

Risk Management Approval (Unusual Activities) *Stephen Goldberg* Date 11/2/17

Segment Administrator Approval *Curran* Date 12/2/17

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

1. **Local Trip:** (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
2. **Out-Of-Town:** (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
3. **Overnight Trip:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
4. **Trip Involving Swimming or Wading:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
5. **Trip Involving Unusual Activities (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.)** - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. **Must purchase Special Event Liability Insurance.**
6. **Out-of-State/Country:** Submit to Principal for approval then forward to Segment Administrator and Risk Management **SIX (6) WEEKS** prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit 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 Rosemont High School Date 11/29/2017-12/3/2017

Teacher's Name Stephen Goldberg Room # _____ Telephone # (916) 712-078

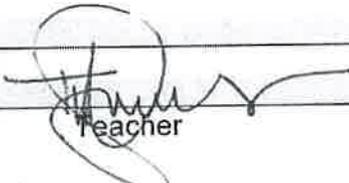
Field Trip Destination Alta High School, Sandy, Utah

Reason for travel Speech and Debate

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.

No unusual activities _____

Attach a detailed itinerary for each day: Attached in field trip package

Signed  _____
 Teacher

Approvals:

 _____ 10/2/17
 Principal Date

 _____ 10/12/17
 Risk Management Dept. Date

 _____ 10/2-17
 Segment Administrator Date

 _____ 10/20/17
 Superintendent Date

Board Approval Date _____

TRAVEL REQUEST FORM (ACC-F014)
Sacramento City Unified School District

Instructions: This form must be completed and received in Accounts Payable at least 30 days prior to the proposed trip- 60 days if out-of-state.

REQ # _____

Request to Attend:

Conference/Workshop

Business Meeting

Purpose for Attending:

Professional Development

Continued Education Credits Earned

School/Department Rosemont High Date 10/2/17

Date(s) of Event 11/30-12/4/17 Location Alta, Utah

Event Title (attach brochure) Alta Debate Invitational

Purpose* Debate Tournament

*(what value does this activity give students, attendees, staff, department/site or community?)
How does this travel align with the District's strategic plan? Development of extra curricular programming.

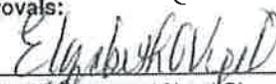
How will this activity/event be used and shared? Competition in policy debate.

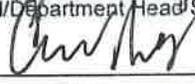
| Name of Attendee(s) (attach sheet for additional attendees) | Position | Substitute (Y/N)** | No. of Days Required | Budget Code (for substitute) |
|--|----------------------------|-----------------------|-------------------------|---------------------------------|
| Mark A. Hernandez Sr. | Executive Director of SUDL | No | 0 | |
| | | No | | |

Additional Attendees Attached

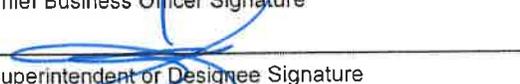
****IF A SUBSTITUTE IS NEEDED, SEND A COPY OF THIS FORM TO PERSONNEL, BOX 770**

Approvals:

 10/2/17
Principal/Department Head Signature & Print Name Date

 10-27-17
Cabinet Level or Designee Signature Date

 10/24/17
Chief Business Officer Signature Date

 10/17/17
Superintendent or Designee Signature Date

District cost for all attendees (estimate)

Registration Fee *** 0

Meals included? B L D

Lodging 0

Transportation 0

Meals 0

Other 0

TOTAL 0

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 9.1i

Meeting Date: November 2, 2017

Subject: Approve New Textbooks for Advanced Placement Social Science Classes:
US History

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: April 21, 2016)
- Conference/Action
- Action
- Public Hearing

Department: Academic Office/Advanced Placement Department

Recommendation: The Board of Education is requested to approve new textbooks for AP US History courses.

Background/Rationale: Over the course of the last 3 academic calendars, The College Board has revised the end of course exams for several AP courses resulting in the need for updated texts better aligned to expected course outcomes. Additionally, AP US History courses in The District have been utilizing textbooks that were last published in 2001.

In June and September 2017, AP Social Science teachers (AP Psychology, AP US History and AP Govt. and Politics) met with Academic Office facilitation to make recommendations and collaboratively select updated text resources for AP US History. As a result of that meeting, the following recommendation was made:

1. Adopt for AP US History: Henretta, James, A., Hinderaker, Eric, Edwards, Rebecca, and Self, Robert O. America's History for the AP Course. 2014. MacMillan Learning. ISBN 9781457673825

Financial Considerations: AP US History Text with 6 year E-Book and Strive for Five Test Prep Workbook \$64,869.34

LCAP Goal(s): College, Career, and Life Ready Graduates

Documents Attached:

None

Estimated Time of Presentation: N/A

Submitted by: Kari Hanson-Smith, Coordinator, GATE & AP Programs
Matt Turkie, Assistant Superintendent, Curriculum & Instruction

Approved by: Jorge A. Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1j

Meeting Date: November 2, 2017

Subject: Approve Minutes of the October 5, 2017 Board of Education Meeting and October 12, 2017 Special Board Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the October 5, 2017, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the October 5, 2017, Board of Education Regular Meeting
2. Minutes of the October 12, 2017, Special Board Meeting

Estimated Time of Presentation: N/A

Submitted by: Jorge A. Aguilar, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Jay Hansen, President, (Trustee Area 1)
Jessie Ryan, Vice President, (Trustee Area 7)
Darrel Woo, Second Vice President, (Trustee Area 6)
Ellen Cochrane, (Trustee Area 2)
Christina Pritchett, (Trustee Area 3)
Michael Minnick, (Trustee Area 4)
Mai Vang, (Trustee Area 5)
Sarah Nguyen, Student Member

Thursday, October 5, 2017

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

Minutes

2017/18-6

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:30 p.m. by President Hansen, and roll was taken.

Members Present:

President Jay Hansen
Vice President Jessie Ryan
2nd VP Darrel Woo
Ellen Cochrane
Michael Minnick
Christina Pritchett
Mai Vang

Members absent: None

A quorum was reached.

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

None

3.0 CLOSED SESSION

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

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

- a) Existing litigation pursuant to subdivision (a) of Government Code section 54956.9: OAH Case No. 2017051366 and Amcal Sacramento, LLC v. SCUSD Sac. Sup. Ct. No. 34-2017-002130561
- b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9
- c) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

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

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

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

Meeting was called back to order at 6:08 p.m.

The Pledge of Allegiance was led by Maria Ruiz, 5th grade student from H.W. Harkness Elementary School. Member Vang read student's bio and presented her with a certificate.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Jerry Behrens announced OAH Case No. 2017051366 Special Education matter was unanimously approved by all Board members.

6.0 AGENDA ADOPTION

Vice President Ryan Motion to adopt agenda

2nd Vice President Woo

Board Unanimous

7.0 PUBLIC COMMENT

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

No Public Comment

1. Danke Stroup

8.0 PUBLIC HEARING

8.1 *Public Hearing on Approval of Resolution No. 2960: Compliance with the Pupil Textbook and Instructional Materials Incentive Program Act (Matt Turkie)*

Iris Taylor, Chief Academic Officer started the Public Hearing along with Matt Turkie, Assistant Superintendent, Curriculum and Instruction.

Public Comment:

None

Board Comments:

Member Woo, we have identified in our 2017-18 textbook budget less than \$600,000, total set aside for Academic Budget is \$1m. Iris Taylor answers in the budget there is a total of \$1.8m and we have expended \$580,000. Public comments often are about the insufficiency of text books wonders how this resolution squares with the comments that textbooks are 20 years old or out of date. Iris Taylor answers we are working to purchase new textbooks within the cycles of state adoption that the state has established. During the economic downturn, the state suspended cycles of adoption. Now back in cycles of adoption and are slowly bringing materials up to align with standards adoption. Latest have been math and ELA next adoption cycle that the state has put forward is science. Some of our materials are older because new standards have not been adopted. We replenish worn books but are in the process of adopting new materials. Basically we are subject to the state's schedule about new textbooks. Seems to recall setting aside \$20m in the budget for textbooks. Gerardo Castillo answers, that is for books and supplies such as transportation costs and non-instructional

materials. Not just textbooks, any equipment that costs more than \$500.

Vice President Ryan, thank you for your comments Member Woo. Would like a definition of sufficient. We could have a school deemed sufficient but in fact has a history book that is 20 years old. Iris Taylor answers, that is correct, what we try to do in instances like that if there hasn't been an adoption we try to supplement with other materials. How are we communicating with our parents that we actually have a process for updating our textbooks? Iris Taylor answers, we currently rely on our sites but there is a process where parents can return worn materials and receive new ones. Vice President Ryan makes a request that we make a move on that right now.

Member Pritchett wants to weigh in on what Vice President Ryan was asking about. Understands that parents can exchange worn books for newer books but it seems that the school sites should be checking to see if the books are in good working order prior to them being release to a student to be sent home. Asks that the school sites make sure these textbooks are in good working order before they are released to the students.

President Hansen, the definition of sufficient is really not very sufficient. Assumes we are doing this because we are mandated by State Legislation to do this once a year. Comment to Gerardo, looks like we have \$20m just for textbooks. At next Budget Committee meeting, maybe break up item so it more accurately reflects what is in there.

Member Woo motion to approve
2nd Member Pritchett
Board Unanimous

8.2 *Public Hearing on Resolution No. 2961: Approve State Board of Education Waiver Request for Old Marshall Lease(Cathy Allen)*

Cathy Allen, Chief Operations Officer presented Public Hearing on Resolution No. 2961.

Public Comment:
Consuelo Hernandez
Tom Quasebarth
Louis Demas
Dominic Mogavero
Matthew Valine
Patty Waite

Board Comments:

Member Cochrane this has been a sticky situation because there are so many entities involved but there has been steady progress step by step. Appreciates the efforts to make this happen and moving forward.

Member Woo passing this resolution will allow the district to have more control over the destiny of the site rather than leaving up to the state.

President Hansen during time on school board has learned that patience is a virtue and that's something that we have had to experience here. Appreciates everyone's persistence and perseverance.

Member Woo motion to move from conference to action
2nd Member Cochrane

Member Cochrane motion to approve
2nd Member Woo
Board Unanimous

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

9.1 Student Achievement Presentation Smarter Balanced Assessment Consortium (SBAC) Results (Iris Taylor and Vincent Harris)

Vincent Harris, Chief Continuous Improvement & Accountability began presentation with Iris Taylor, Chief Academic Officer concluding.

Public Comment:

Carl Pinkston

Board Comments:

Member Pritchett thanks Mr. Pinkston for being such a great advocate. Wants to request that the Superintendent start reviewing the priority schools and report back to the Board. Regarding Family Empowerment part of presentation, working with PIE and the PTT groups, Parent Leadership Pathways, Family Literacy Night is that reaching all of the school sites with these groups. Iris Taylor indicates only reaches parents who participate. Member Pritchett wants to know how we can help to reach more parents and get the word out.

Vice President Ryan appreciates hard work team has done, it has been a tremendous undertaking in such a short period of time.

Member Woo suggests something unusual for consideration; each student has a parent or guardian. If we are going to rely on our parents to help our students they need to understand what it is that they are supposed to know to assist them.

Member Cochrane question to attorney Jerry Behrens, why can't we have an opt out for participation for parents. It is very frustrating for some school sites that struggle to get meaningful parent engagement, parent education, and parent participation. Jerry Behrens indicates, depends on program. Will look further into this.

President Hansen when looking at data it's shocking that we are so far behind with neighboring districts.

9.2 Quarterly Facilities Update (Cathy Allen)

Michael Watanabe, Chair of District's Bond Oversight Committee, Maria Haro Sullivan, Co-Chair and Terrance Gladney, Parent Representative Bond Oversight Committee presented on Bond Oversight for the quarterly facilities update.

Public Comment:

Ryan Peterson

Serena Rainer

Hiram Johnson Football Team

Board Comments:

Member Pritchett addressing the Hiram Johnson students comments about their facilities on campus and the needs, the Measure Q money that we set aside was \$10m total, there is \$7.5m left of that money. That money will not be divided equally amongst all schools. It will go toward what is needed and cost.

Member Cochrane thanks Member Pritchett, Facilities Committee and Cathy Allen and knows they will not ignore true need at the sites. Have faith in the committee to do what's right for Hiram Johnson.

Vice President Ryan appreciates the youth who spoke tonight with such powerful voices.

President Hansen also would like to thank the Hiram Johnson students for coming out and speaking on behalf of their school and the needs.

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, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 10.1b** *Approve Personnel Transactions 10/5/17 (Cancy McArn)*
- 10.1c** *Approve Changes to Each Existing Council of Occupational Education (COE) Program for Accreditation Compliance (Iris Taylor and Susan Gilmore, Ph.D.)*
- 10.1d** *Approve Revisions to Board Policy (BP) 1340, Access to District Records (Lisa Allen and Raoul Bozio)*
- 10.1e** *Approve Revisions to Board Policy (BP) 1113, District and School Websites (Lisa Allen and Raoul Bozio)*
- 10.1f** *Approve Amendment to Extend Capitol Collegiate Academy's Facility Use Agreement (Iris Taylor and Jack Kraemer)*
- 10.1g** *Approve Amendment to Extend Sol Aureus College Preparatory's Facility Use Agreement (Iris Taylor and Jack Kraemer)*
- 10.1h** *Approve Amendment to Extend St. HOPE Public Schools' Facility Use Agreement (Iris Taylor and Jack Kraemer)*
- 10.1i** *Approve Amendment to Extend Yav Pem Suab Academy's Facility Use Agreement (Iris Taylor and Jack Kraemer)*
- 10.1j** *Approve West Campus High School Field Trip to Reno, Nevada October 7, 2017 (Lisa Allen and Chad Sweitzer)*
- 10.1k** *Approve C.K. McClatchy High School Field Trip to Las Vegas, Nevada October 26-29, 2017 (Lisa Allen and Mary Hardin Young)*
- 10.1l** *Approve Minutes of the September 21, 2017 Board of Education Meeting (Jorge A. Aguilar)*

Vice President Ryan motion to approve Consent Agenda

2nd Member Pritchett

Board Unanimous

11.0 COMMUNICATIONS

11.1 *Employee Organization Reports:*

- *CSA –N/A*
- *SCTA – N/A*
- *SEIU – N/A*
- *Teamsters – N/A*

Information

- UPE – N/A

11.2 *District Parent Advisory Committees:*

Information

- *Community Advisory Committee – N/A*
- *District English Learner Advisory Committee– N/A*
- *Local Control Accountability Plan/Parent Advisory Committee– N/A*

11.3 *Superintendent’s Report (Jorge A. Aguilar)*

Information

Last week completed first 90 days with District. Thanks teachers and everyone for warmth toward him and his family. Mentioned the second Task Force meeting that was held. Thanks everyone involved because will cannot and will not succeed alone.

11.4 *President’s Report (Jay Hansen)*

Information

No Report

11.5 *Student Member Report (Sarah Nguyen)*

Information

Student Advisory Council (SAC) working on finalizing conference which will be held on October 14th from 9:00 am – 4:00 pm at the Serna Center in the Community Rooms.

11.6 *Information Sharing By Board Members*

Information

Member Cochrane proud to go to Sutter Middle School to support the 2018 Teacher of the Year, Elizabeth Henrikson.

Member Pritchett thanks all staff behind recognizing Teachers of the Year and Superintendent.

Member Minnick wants to reiterate the Superintendent meet and greet on 10/23 at West Campus. Casual opportunity for folks to meet Mr. Aguilar.

Member Woo wants to announce that John F. Kennedy High School was selected to represent California in Washington D.C. for next year’s Memorial Day Parade.

11.7 *Board Committee Reports*

Information

- *Board Facilities Committee* – No comment due to discussion during item 9.2.
- *Board Budget Committee* – Member Woo along with Member Vang met on 9/28/17 with Gerardo Castillo, Chief Business Officer and Gloria Chung, Director of Budget Services.
- *Board Academic Committee* – Member Minnick announce next meeting will be 10/7/17 at Serna Center in the Washington Room.
- *Board Governance & Policy Committee* – Vice President Ryan announced next meeting will be 10/27/17 from 1:00 – 3:00 p.m.

Public Comment:
 Maria Haro Sullivan
 Liz Guillen
 Karen Swett

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ November 2, 2017, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
- ✓ November 16, 2017, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

13.0 ADJOURNMENT

Student Member Nguyen Motion to adjourn meeting
2nd Member Woo
Board Unanimous

Meeting adjourned at 8:23 p.m. in memory of Tamir Williams.

Jorge A. Aguilar, Superintendent/Board Secretary

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



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION SPECIAL MEETING

Board of Education Members

Jay Hansen, President (Trustee Area 1)
Jessie Ryan, Vice President (Trustee Area 7)
Darrel Woo, Second Vice President (Trustee Area 6)
Ellen Cochrane, (Trustee Area 2)
Christina Pritchett (Trustee Area 3)
Michael Minnick (Trustee Area 4)
Mai Vang by teleconference (Trustee Area 5)

Thursday, October 12, 2017

6:00 p.m. Closed Session
7:30 Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA

Minutes 2017/18-7

6:00 p.m. **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

The meeting was called to order at 6:02 p.m. by Vice President Ryan, and roll was taken.

Members Present:

Vice President Jessie Ryan

2nd VP Darrel Woo

Michael Minnick

Christina Pritchett

Mai Vang, participating via teleconference from 1634 Neil Armstrong Street, Montebello, CA

Members absent: Ellen Cochrane

A quorum was reached.

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

Public Comments:

David Fisher, SCTA President

Shana Just, Teacher

Monica Harvey, Language Speech and Hearing Specialist

Cindee Stewart, Teacher

Barret Drawdy, Teacher

Chesshuwa Beckett, Teacher

Nichole DeVore, Teacher

Nikki Milevsky, SCTA Vice President

6:05 p.m. **3.0 CLOSED SESSION**

While the Brown Act creates broad public access rights to the meetings of the Board of Education, including any teleconference location referenced above out of closed session, 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*

7:30 p.m. **4.0 CALL BACK TO ORDER**

Meeting was called back to order at 7:41 p.m.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Jerry Behrens announced out of closed session by roll call vote of 6-0, with Board Member Cochrane absent and Member Vang participating by teleconference, approved *Resolution No. 2017-18/A Approving Notice of Intent to Dismiss and Placement on Immediate Unpaid Suspension of Certificated Employee.*

6.0 Approve Resolution 2962: Emergency Resolution in the Event of a Concerted Refusal to Work by Employees **ACTION**
(Roll Call Vote)

Motion to approve Member Minnick
Member Pritchett 2nd

Jerry Behrens announced this has to be a roll call vote

Scott Holbrook, Counsel for District announced, the resolution that's before you, copies of that resolution were just presented at beginning of open session, copies are also available for members of public at the back table.

President Hansen, we have motion and a 2nd, we will do a roll call vote

- President Hansen – Aye
- Member Woo – Aye
- Member Pritchett – Aye
- Member Vang – Aye
- Vice President Ryan – Aye
- Member Cochrane – Absent
- Member Minnick – Aye

With a vote of 6-0 with Member Cochrane absent, Resolution No. 2962 is approved.

Adjourn back into closed session 7:44 p.m.

7.0 ADJOURNMENT

Meeting adjourned out of closed session at 8:12 p.m.

Jorge A. Aguilar, Superintendent/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 portion of the special Board meeting, please contact the Board of Education Office at (916) 643-9314 at least 8 hours before the scheduled Board of Education special meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 24 hours in advance of the special Board meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter, any teleconference location, and on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1

Meeting Date: November 2, 2017

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 1 Ending September 22, 2017

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Enrollment and Attendance Report for Month 1 Ending September 22, 2017

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
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 | | | | 2017-2018 Actual Attendance | Cum Attd Days /16 2017-2018 | PERCENTAGE 2017-2018 |
| | | | | | | | | | |
| Abraham Lincoln Elementary | 91 | 222 | 230 | 4 | 547 | 95.87% | 530.56 | 95.87% | |
| Alice Birney Waldorf-Inspired K8 | 81 | 163 | 179 | 0 | 423 | 97.68% | 412.81 | 97.68% | |
| Bret Harte Elementary | 35 | 97 | 109 | 32 | 273 | 95.34% | 254.19 | 95.34% | |
| Caleb Greenwood | 72 | 233 | 193 | 5 | 503 | 97.45% | 500.19 | 97.45% | |
| Camellia Basic Elementary | 87 | 187 | 181 | 10 | 465 | 98.87% | 460.06 | 98.87% | |
| Capital City School | 1 | 15 | 23 | 0 | 39 | 97.74% | 35.13 | 97.74% | |
| Caroline Wenzel Elementary | 36 | 104 | 117 | 48 | 305 | 96.91% | 294.31 | 96.91% | |
| Cesar Chavez ES | 0 | 0 | 372 | 13 | 385 | 96.47% | 372.63 | 96.47% | |
| Crocker/Riverside Elementary | 96 | 277 | 283 | 0 | 656 | 97.80% | 633.06 | 97.80% | |
| David Lubin Elementary | 99 | 226 | 210 | 28 | 563 | 96.36% | 517.13 | 96.36% | |
| Earl Warren Elementary | 53 | 175 | 193 | 14 | 435 | 97.19% | 425.19 | 97.19% | |
| Edward Kemble Elementary | 163 | 421 | 0 | 15 | 599 | 96.07% | 560.56 | 96.07% | |
| Elder Creek Elementary | 88 | 313 | 348 | 0 | 749 | 97.24% | 710.06 | 97.24% | |
| Ethel I Baker Elementary | 93 | 296 | 292 | 0 | 681 | 96.45% | 647.81 | 96.45% | |
| Ethel Phillips Elementary | 64 | 198 | 210 | 20 | 492 | 95.97% | 465.88 | 95.97% | |
| Father Keith B Kenny K-8 School | 48 | 167 | 128 | 0 | 343 | 95.50% | 326.44 | 95.50% | |
| Genevieve Didion Elementary | 72 | 204 | 218 | 6 | 500 | 97.92% | 488.56 | 97.92% | |
| Golden Empire Elementary | 74 | 255 | 272 | 15 | 616 | 97.20% | 599.19 | 97.20% | |
| H W Harkness Elementary | 72 | 142 | 144 | 14 | 372 | 96.91% | 364.69 | 96.91% | |
| Hollywood Park Elementary | 48 | 133 | 123 | 40 | 344 | 96.88% | 339.81 | 96.88% | |
| Home/Hospital | 6 | 21 | 62 | 6 | 95 | 100.00% | 29.67 | 100.00% | |
| Hubert H. Bancroft Elementary | 68 | 164 | 170 | 25 | 427 | 96.76% | 408.19 | 96.76% | |
| Isador Cohen Elementary | 25 | 113 | 117 | 19 | 274 | 96.02% | 253.00 | 96.02% | |
| James W Marshall Elementary | 47 | 162 | 166 | 18 | 393 | 96.57% | 371.63 | 96.57% | |
| John Bidwell Elementary | 46 | 125 | 132 | 14 | 317 | 97.75% | 296.56 | 97.75% | |
| John Cabrillo Elementary | 42 | 127 | 154 | 39 | 362 | 95.87% | 349.50 | 95.87% | |
| John D Sloat Elementary | 66 | 77 | 92 | 16 | 251 | 96.36% | 231.56 | 96.36% | |
| John H. Still K-8 | 85 | 308 | 270 | 15 | 678 | 95.52% | 648.25 | 95.52% | |
| John Morse Therapeutic Center | 0 | 0 | 0 | 31 | 31 | 93.20% | 28.25 | 93.20% | |
| Leataata Floyd Elementary | 53 | 160 | 144 | 10 | 367 | 95.34% | 346.31 | 95.34% | |
| Leonardo da Vinci K - 8 School | 120 | 283 | 278 | 36 | 717 | 98.13% | 703.38 | 98.13% | |
| Mark Twain Elementary | 37 | 128 | 131 | 27 | 323 | 95.61% | 313.31 | 95.61% | |
| Martin Luther King Jr Elementary | 37 | 125 | 163 | 34 | 359 | 96.63% | 347.25 | 96.63% | |
| Matsuyama Elementary | 88 | 253 | 265 | 3 | 609 | 98.07% | 595.19 | 98.07% | |
| Nicholas Elementary | 83 | 285 | 266 | 20 | 654 | 96.21% | 634.06 | 96.21% | |
| O W Erlewine Elementary | 45 | 108 | 129 | 12 | 294 | 96.70% | 284.31 | 96.70% | |
| Oak Ridge Elementary | 62 | 223 | 205 | 3 | 493 | 95.80% | 451.50 | 95.80% | |
| Pacific Elementary | 134 | 316 | 288 | 0 | 738 | 95.20% | 694.81 | 95.20% | |
| Parkway Elementary School | 72 | 250 | 215 | 35 | 572 | 94.78% | 551.63 | 94.78% | |
| Peter Burnett Elementary | 67 | 238 | 231 | 24 | 560 | 97.72% | 549.25 | 97.72% | |
| Phoebe A Hearst Elementary | 96 | 287 | 287 | 0 | 670 | 98.47% | 658.44 | 98.47% | |
| Pony Express Elementary | 48 | 165 | 176 | 8 | 397 | 96.87% | 386.31 | 96.87% | |
| Rosa Parks K-8 School | 48 | 144 | 162 | 11 | 365 | 96.31% | 347.88 | 96.31% | |
| Sequoia Elementary | 63 | 172 | 213 | 11 | 459 | 96.60% | 443.31 | 96.60% | |
| Success Academy K-8 | 0 | 0 | 10 | 2 | 12 | 87.43% | 9.56 | 87.43% | |
| Susan B Anthony Elementary | 47 | 141 | 124 | 0 | 312 | 97.97% | 302.25 | 97.97% | |
| Sutterville Elementary | 68 | 193 | 233 | 8 | 502 | 97.39% | 484.94 | 97.39% | |
| Tahoe Elementary | 60 | 136 | 131 | 32 | 359 | 96.13% | 341.38 | 96.13% | |
| Theodore Judah Elementary | 96 | 224 | 228 | 25 | 573 | 97.26% | 557.44 | 97.26% | |
| Washington Elementary | 62 | 97 | 68 | 0 | 227 | 95.93% | 225.31 | 95.93% | |
| William Land Elementary | 55 | 184 | 196 | 0 | 435 | 97.24% | 425.56 | 97.24% | |
| Woodbine Elementary | 33 | 113 | 105 | 25 | 276 | 95.73% | 255.19 | 95.73% | |
| TOTAL ELEMENTARY SCHOOLS | 3,271 | 9,271 | 9,370 | 797 | 22,709 | 96.73% | 21,766.37 | 96.73% | |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 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 | | | 2017-2018 Actual Attendance | Cum Attd Days/16 | PERCENTAGE 2017-2018 |
| | | | | | | | 2017-2018 | |
| A M Winn Elementary K-8 Waldorf | 17 | 17 | 34 | 0 | 34 | 96.53% | 33.00 | 96.53% |
| Albert Einstein MS | 363 | 328 | 691 | 38 | 729 | 97.11% | 710.00 | 97.11% |
| Alice Birney Waldorf-Inspired K8 | 49 | 56 | 105 | 0 | 105 | 98.04% | 102.94 | 98.04% |
| California MS | 462 | 442 | 904 | 16 | 920 | 96.37% | 886.38 | 96.37% |
| Capital City School | 12 | 13 | 25 | 0 | 25 | 91.90% | 20.56 | 91.90% |
| Father Keith B Kenny K-8 School | 22 | 13 | 35 | 0 | 35 | 94.58% | 34.88 | 94.58% |
| Fern Bacon MS | 370 | 364 | 734 | 19 | 753 | 97.00% | 725.81 | 97.00% |
| Genevieve Didion Elementary | 43 | 56 | 99 | 0 | 99 | 98.42% | 97.44 | 98.42% |
| Home/Hospital | 12 | 10 | 22 | 4 | 26 | 100.00% | 9.16 | 100.00% |
| John H. Still K-8 | 122 | 130 | 252 | 25 | 277 | 96.74% | 263.06 | 96.74% |
| John Morse Therapeutic Center | 0 | 0 | 0 | 14 | 14 | 91.53% | 13.50 | 91.53% |
| Kit Carson MS | 161 | 168 | 329 | 19 | 348 | 95.02% | 328.13 | 95.02% |
| Leonardo da Vinci K - 8 School | 73 | 61 | 134 | 18 | 152 | 98.31% | 149.44 | 98.31% |
| Martin Luther King Jr Elementary | 46 | 47 | 93 | 1 | 94 | 96.55% | 89.19 | 96.55% |
| Rosa Parks K-8 School | 221 | 212 | 433 | 39 | 472 | 96.54% | 455.38 | 96.54% |
| Sam Brannan MS | 222 | 218 | 440 | 54 | 494 | 96.88% | 477.44 | 96.88% |
| School of Engineering and Science | 134 | 120 | 254 | 0 | 254 | 97.33% | 246.44 | 97.33% |
| Success Academy K-8 | 0 | 8 | 8 | 0 | 8 | 82.40% | 6.44 | 82.40% |
| Sutter MS | 594 | 571 | 1165 | 39 | 1204 | 98.23% | 1179.13 | 98.23% |
| Will C Wood MS | 339 | 326 | 665 | 27 | 692 | 97.24% | 668.06 | 97.24% |
| TOTAL MIDDLE SCHOOLS | 3,262 | 3,160 | 6,422 | 313 | 6,735 | 97.03% | 6,496.36 | 97.03% |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 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 | | | | 2017-2018 Actual Attendance | Cum Attd Days/16 | PERCENTAGE 2017-2018 |
| | | | | | | | | | | 2017-2018 | |
| American Legion HS | 135 | 0 | 0 | 0 | 0 | 135 | 0 | 135 | 89.75% | 207.88 | 89.75% |
| Arthur A. Benjamin Health Prof | 0 | 54 | 57 | 48 | 33 | 192 | 17 | 209 | 93.72% | 195.88 | 93.72% |
| C K McClatchy HS | 0 | 596 | 573 | 500 | 514 | 2183 | 92 | 2275 | 97.00% | 2158.75 | 97.00% |
| Capital City School | 0 | 15 | 28 | 40 | 97 | 180 | 0 | 180 | 85.94% | 148.63 | 85.94% |
| Hiram W Johnson HS | 0 | 364 | 344 | 298 | 335 | 1341 | 160 | 1501 | 94.42% | 1369.31 | 94.42% |
| Home/Hospital | 0 | 17 | 13 | 22 | 9 | 61 | 7 | 68 | 100.00% | 17.25 | 100.00% |
| John F Kennedy HS | 0 | 572 | 537 | 546 | 464 | 2119 | 100 | 2219 | 96.92% | 2109.94 | 96.92% |
| Kit Carson MS | 0 | 67 | 38 | 27 | 25 | 157 | 0 | 157 | 96.47% | 150.44 | 96.47% |
| Luther Burbank HS | 0 | 438 | 382 | 392 | 374 | 1586 | 148 | 1734 | 95.97% | 1629.50 | 95.97% |
| Rosemont HS | 0 | 337 | 355 | 327 | 299 | 1318 | 88 | 1406 | 96.48% | 1338.50 | 96.48% |
| School of Engineering and Science | 0 | 93 | 76 | 64 | 54 | 287 | 0 | 287 | 96.63% | 279.56 | 96.63% |
| The Academy | 0 | 0 | 13 | 7 | 0 | 20 | 0 | 20 | 89.64% | 14.06 | 89.64% |
| West Campus HS | 0 | 207 | 231 | 199 | 225 | 862 | 0 | 862 | 98.61% | 851.13 | 98.61% |
| TOTAL HIGH SCHOOLS | 135 | 2,760 | 2,647 | 2,470 | 2,429 | 10,441 | 612 | 11,053 | 96.13% | 10,470.81 | 96.13% |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 TRADITIONAL SCHOOLS

| DISTRICT TOTALS | TOTAL MONTH- END ENROLLMENT | PERCENTAGE FOR THE MONTH | AVERAGE CUMULATIVE ACTUAL ATTENDANCE | |
|------------------------------------|-----------------------------------|--------------------------------|---|-------------------------|
| | | 2017-2018 Actual Attendance | Cum Attd Days/16 | PERCENTAGE 2017-2018 |
| | | | 2017-2018 | |
| ELEMENTARY | 22,709 | 96.73% | 21,766 | 96.73% |
| MIDDLE | 6,735 | 97.03% | 6,496 | 97.03% |
| HIGH SCHOOL | 11,053 | 96.13% | 10,471 | 96.13% |
| TOTAL ALL DISTRICT SEGMENTS | 40,497 | 96.62% | 38,734 | 96.62% |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 CHARTER SCHOOLS

| 2017-2018 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 | | | 2017-2018 Actual Attendance | 2017-2018 | PERCENTAGE 2017-2018 |
| Bowling Green-Mc Coy | 65 | 201 | 185 | 0 | 0 | 10 | 461 | 96.70% | 445.06 | 96.70% |
| Bowling Green-Chacon | 45 | 164 | 142 | 0 | 0 | 0 | 351 | 98.20% | 344.94 | 98.20% |
| George W. Carver SAS | 0 | 0 | 0 | 0 | 258 | 14 | 272 | 94.93% | 257.69 | 94.93% |
| New Joseph Bonnheim Charter | 24 | 138 | 111 | 0 | 0 | 0 | 273 | 99.79% | 263.95 | 99.79% |
| New Tech High | 0 | 0 | 0 | 0 | 159 | 3 | 162 | 99.38% | 160.90 | 99.38% |
| The Met High School | 0 | 0 | 0 | 0 | 280 | 0 | 280 | 95.35% | 265.38 | 95.35% |
| TOTAL DEPENDENT CHARTER SCHOOLS | 134 | 503 | 438 | 0 | 697 | 27 | 1,799 | 97.35% | 1,737.91 | 97.35% |

| 2017-2018 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 | | | 2017-2018 Actual Attendance | 2017-2018 | PERCENTAGE 2017-2018 |
| CA Montessori Project Capitol Campus | 42 | 127 | 112 | 46 | 0 | | 327 | 96.85% | 317.00 | 96.85% |
| Capitol Collegiate Academy | 77 | 156 | 112 | 0 | 0 | | 345 | 96.09% | 338.47 | 96.09% |
| Aspire Capitol Heights Academy | 49 | 139 | 92 | 0 | 0 | | 280 | 97.84% | 267.10 | 97.84% |
| Growth Public Schools | 66 | 46 | 0 | 0 | 0 | | 112 | 93.99% | 106.11 | 93.99% |
| Language Academy | 84 | 197 | 200 | 101 | 0 | | 582 | 97.84% | 569.23 | 97.84% |
| Oak Park Prep | 0 | 0 | 0 | 129 | 0 | | 129 | 97.75% | 120.12 | 97.75% |
| PS 7 Elementary | 72 | 136 | 213 | 141 | 0 | | 562 | 95.41% | 527.24 | 95.41% |
| Sacramento Charter HS | 0 | 0 | 0 | 0 | 788 | | 788 | 97.21% | 768.06 | 97.21% |
| Sol Aureus College Preparatory | 46 | 151 | 118 | 44 | 0 | | 359 | 78.00% | 265.15 | 78.00% |
| Yav Pem Suab Academy | 66 | 195 | 209 | 0 | 0 | | 470 | 96.74% | 451.25 | 96.74% |
| TOTAL INDEPENDENT CHARTER SCHOOLS | 502 | 1,147 | 1,056 | 461 | 788 | - | 3,954 | 94.77% | 3,729.72 | 94.77% |

| | | | | | | | | | | |
|------------------------------|------------|--------------|--------------|------------|--------------|-----------|--------------|---------------|-----------------|---------------|
| TOTAL CHARTER SCHOOLS | 636 | 1,650 | 1,494 | 461 | 1,485 | 27 | 5,753 | 96.06% | 5,467.64 | 96.06% |
|------------------------------|------------|--------------|--------------|------------|--------------|-----------|--------------|---------------|-----------------|---------------|

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 ADULT EDUCATION SCHOOLS

| ADULT EDUCATION | ENROLLMENT | HOURS EARNED | | | 2017-2018 CUMULATIVE ADA | | |
|--|--------------|--------------|-------------------|-------------------|--------------------------|---------------|---------------|
| | | CONCURRENT | OTHER | TOTAL | CONCURRENT | OTHER | TOTAL |
| A. Warren McClaskey Adult Center | 358 | | 42,475.02 | 42,475.02 | | 80.9 | 80.9 |
| Charles A. Jones Career & Education Center | 1025 | | 84,071.25 | 84,071.25 | | 160.14 | 160.14 |
| TOTAL ADULT EDUCATION | 1,383 | | 126,546.27 | 126,546.27 | | 241.04 | 241.04 |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 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 | 39 | 40 | 35 | 46 | 38 | 43 | 53 | 294 |
| Abraham Lincoln Elementary | 91 | 83 | 72 | 67 | 80 | 73 | 77 | 543 |
| Alice Birney Waldorf-Inspired K8 | 81 | 48 | 53 | 62 | 59 | 60 | 60 | 423 |
| Bret Harte Elementary | 35 | 31 | 33 | 33 | 33 | 35 | 41 | 241 |
| Caleb Greenwood | 72 | 69 | 68 | 96 | 66 | 64 | 63 | 498 |
| Camellia Basic Elementary | 87 | 59 | 67 | 61 | 59 | 62 | 60 | 455 |
| Capital City School | 1 | 7 | 2 | 6 | 5 | 8 | 10 | 39 |
| Caroline Wenzel Elementary | 36 | 42 | 28 | 34 | 37 | 30 | 50 | 257 |
| Cesar Chavez ES | 0 | 0 | 0 | 0 | 107 | 126 | 139 | 372 |
| Crocker/Riverside Elementary | 96 | 93 | 92 | 92 | 93 | 96 | 94 | 656 |
| David Lubin Elementary | 99 | 81 | 84 | 61 | 68 | 74 | 68 | 535 |
| Earl Warren Elementary | 53 | 57 | 63 | 55 | 64 | 55 | 74 | 421 |
| Edward Kemble Elementary | 163 | 159 | 134 | 128 | 0 | 0 | 0 | 584 |
| Elder Creek Elementary | 88 | 104 | 117 | 92 | 115 | 117 | 116 | 749 |
| Ethel I Baker Elementary | 93 | 105 | 108 | 83 | 86 | 114 | 92 | 681 |
| Ethel Phillips Elementary | 64 | 71 | 63 | 64 | 68 | 80 | 62 | 472 |
| Father Keith B Kenny K-8 School | 48 | 61 | 47 | 59 | 37 | 43 | 48 | 343 |
| Genevieve Didion Elementary | 72 | 68 | 67 | 69 | 66 | 65 | 87 | 494 |
| Golden Empire Elementary | 74 | 84 | 84 | 87 | 90 | 84 | 98 | 601 |
| H W Harkness Elementary | 72 | 45 | 48 | 49 | 38 | 54 | 52 | 358 |
| Hollywood Park Elementary | 48 | 37 | 48 | 48 | 43 | 46 | 34 | 304 |
| Home/Hospital | 6 | 6 | 11 | 4 | 20 | 19 | 23 | 89 |
| Hubert H. Bancroft Elementary | 68 | 70 | 48 | 46 | 53 | 66 | 51 | 402 |
| Isador Cohen Elementary | 25 | 32 | 50 | 31 | 46 | 44 | 27 | 255 |
| James W Marshall Elementary | 47 | 45 | 67 | 50 | 46 | 50 | 70 | 375 |
| John Bidwell Elementary | 46 | 38 | 41 | 46 | 40 | 46 | 46 | 303 |
| John Cabrillo Elementary | 42 | 39 | 41 | 47 | 51 | 47 | 56 | 323 |
| John D Sloat Elementary | 66 | 27 | 29 | 21 | 33 | 26 | 33 | 235 |
| John H. Still K-8 | 85 | 103 | 104 | 101 | 92 | 79 | 99 | 663 |
| John Morse Therapeutic Center | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Leataata Floyd Elementary | 53 | 52 | 56 | 52 | 44 | 54 | 46 | 357 |
| Leonardo da Vinci K - 8 School | 120 | 96 | 93 | 94 | 97 | 94 | 87 | 681 |
| Mark Twain Elementary | 37 | 43 | 48 | 37 | 37 | 41 | 53 | 296 |
| Martin Luther King Jr Elementary | 37 | 40 | 50 | 35 | 60 | 41 | 62 | 325 |
| Matsuyama Elementary | 88 | 69 | 92 | 92 | 91 | 92 | 82 | 606 |
| Nicholas Elementary | 83 | 91 | 98 | 96 | 67 | 98 | 101 | 634 |
| O W Erlewine Elementary | 45 | 38 | 34 | 36 | 47 | 41 | 41 | 282 |
| Oak Ridge Elementary | 62 | 72 | 83 | 68 | 68 | 60 | 77 | 490 |
| Pacific Elementary | 134 | 118 | 100 | 98 | 106 | 100 | 82 | 738 |
| Parkway Elementary School | 72 | 91 | 72 | 87 | 62 | 79 | 74 | 537 |
| Peter Burnett Elementary | 67 | 84 | 72 | 82 | 66 | 68 | 97 | 536 |
| Phoebe A Hearst Elementary | 96 | 95 | 96 | 96 | 99 | 94 | 94 | 670 |
| Pony Express Elementary | 48 | 40 | 58 | 67 | 51 | 58 | 67 | 389 |
| Rosa Parks K-8 School | 48 | 48 | 49 | 47 | 54 | 47 | 61 | 354 |
| Sequoia Elementary | 63 | 61 | 58 | 53 | 64 | 65 | 84 | 448 |
| Success Academy K-8 | 0 | 0 | 0 | 0 | 2 | 4 | 4 | 10 |
| Susan B Anthony Elementary | 47 | 38 | 64 | 39 | 42 | 41 | 41 | 312 |
| Sutterville Elementary | 68 | 56 | 73 | 64 | 59 | 85 | 89 | 494 |
| Tahoe Elementary | 60 | 55 | 42 | 39 | 45 | 45 | 41 | 327 |
| Theodore Judah Elementary | 96 | 87 | 65 | 72 | 76 | 86 | 66 | 548 |
| Washington Elementary | 62 | 49 | 24 | 24 | 27 | 22 | 19 | 227 |
| William Land Elementary | 55 | 62 | 65 | 57 | 76 | 63 | 57 | 435 |
| Woodbine Elementary | 33 | 35 | 38 | 40 | 24 | 46 | 35 | 251 |
| TOTAL | 3,271 | 3,124 | 3,134 | 3,013 | 2,997 | 3,130 | 3,243 | 21,912 |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 CUMULATIVE TOTAL ABSENCES

| ELEMENTARY | TOTAL ENROLLMENT | TOTAL ABSENCES | ACTUAL DAYS OF ATTENDANCE | DAYS ENROLLED | PERCENTAGE OF ATTENDANCE |
|----------------------------------|------------------|----------------|---------------------------|----------------|--------------------------|
| A M Winn Elementary K-8 Waldorf | 318 | 207 | 4847 | 5054 | 95.90% |
| Abraham Lincoln Elementary | 547 | 366 | 8489 | 8855 | 95.87% |
| Alice Birney Waldorf-Inspired K8 | 423 | 157 | 6605 | 6762 | 97.68% |
| Bret Harte Elementary | 273 | 199 | 4067 | 4266 | 95.34% |
| Caleb Greenwood | 503 | 209 | 8003 | 8212 | 97.45% |
| Camellia Basic Elementary | 465 | 84 | 7361 | 7445 | 98.87% |
| Capital City School | 39 | 13 | 562 | 575 | 97.74% |
| Caroline Wenzel Elementary | 305 | 150 | 4709 | 4859 | 96.91% |
| Cesar Chavez ES | 385 | 218 | 5962 | 6180 | 96.47% |
| Crocker/Riverside Elementary | 656 | 228 | 10129 | 10357 | 97.80% |
| David Lubin Elementary | 563 | 313 | 8274 | 8587 | 96.35% |
| Earl Warren Elementary | 435 | 197 | 6803 | 7000 | 97.19% |
| Edward Kemble Elementary | 599 | 367 | 8969 | 9336 | 96.07% |
| Elder Creek Elementary | 749 | 322 | 11361 | 11683 | 97.24% |
| Ethel I Baker Elementary | 681 | 381 | 10365 | 10746 | 96.45% |
| Ethel Phillips Elementary | 492 | 313 | 7454 | 7767 | 95.97% |
| Father Keith B Kenny K-8 School | 343 | 246 | 5223 | 5469 | 95.50% |
| Genevieve Didion Elementary | 500 | 166 | 7817 | 7983 | 97.92% |
| Golden Empire Elementary | 616 | 276 | 9587 | 9863 | 97.20% |
| H W Harkness Elementary | 372 | 186 | 5835 | 6021 | 96.91% |
| Hollywood Park Elementary | 344 | 175 | 5437 | 5612 | 96.88% |
| Home/Hospital | 95 | 0 | 474.75 | 474.75 | 100.00% |
| Hubert H. Bancroft Elementary | 427 | 219 | 6531 | 6750 | 96.76% |
| Isador Cohen Elementary | 274 | 168 | 4048 | 4216 | 96.02% |
| James W Marshall Elementary | 393 | 211 | 5946 | 6157 | 96.57% |
| John Bidwell Elementary | 317 | 109 | 4745 | 4854 | 97.75% |
| John Cabrillo Elementary | 362 | 241 | 5592 | 5833 | 95.87% |
| John D Sloat Elementary | 251 | 140 | 3705 | 3845 | 96.36% |
| John H. Still K-8 | 678 | 487 | 10372 | 10859 | 95.52% |
| John Morse Therapeutic Center | 31 | 33 | 452 | 485 | 93.20% |
| Leataata Floyd Elementary | 367 | 271 | 5541 | 5812 | 95.34% |
| Leonardo da Vinci K - 8 School | 717 | 214 | 11254 | 11468 | 98.13% |
| Mark Twain Elementary | 323 | 230 | 5013 | 5243 | 95.61% |
| Martin Luther King Jr Elementary | 359 | 194 | 5556 | 5750 | 96.63% |
| Matsuyama Elementary | 609 | 187 | 9523 | 9710 | 98.07% |
| Nicholas Elementary | 654 | 400 | 10145 | 10545 | 96.21% |
| O W Erlewine Elementary | 294 | 155 | 4549 | 4704 | 96.70% |
| Oak Ridge Elementary | 493 | 317 | 7224 | 7541 | 95.80% |
| Pacific Elementary | 738 | 561 | 11117 | 11678 | 95.20% |
| Parkway Elementary School | 572 | 486 | 8826 | 9312 | 94.78% |
| Peter Burnett Elementary | 560 | 205 | 8788 | 8993 | 97.72% |
| Phoebe A Hearst Elementary | 670 | 164 | 10535 | 10699 | 98.47% |
| Pony Express Elementary | 397 | 200 | 6181 | 6381 | 96.87% |
| Rosa Parks K-8 School | 365 | 213 | 5566 | 5779 | 96.31% |
| Sequoia Elementary | 459 | 250 | 7093 | 7343 | 96.60% |
| Success Academy K-8 | 12 | 22 | 153 | 175 | 87.43% |
| Susan B Anthony Elementary | 312 | 100 | 4836 | 4936 | 97.97% |
| Sutterville Elementary | 502 | 208 | 7759 | 7967 | 97.39% |
| Tahoe Elementary | 359 | 220 | 5462 | 5682 | 96.13% |
| Theodore Judah Elementary | 573 | 251 | 8919 | 9170 | 97.26% |
| Washington Elementary | 227 | 153 | 3605 | 3758 | 95.93% |
| William Land Elementary | 435 | 193 | 6809 | 7002 | 97.24% |
| Woodbine Elementary | 276 | 182 | 4083 | 4265 | 95.73% |
| TOTAL | 22,709 | 11,757 | 348,262 | 360,019 | 96.73% |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 CUMULATIVE TOTAL ABSENCES

| MIDDLE | TOTAL ENROLLMENT | TOTAL ABSENCES | ACTUAL DAYS OF ATTENDANCE | DAYS ENROLLED | PERCENTAGE OF ATTENDANCE |
|-----------------------------------|------------------|----------------|---------------------------|----------------|--------------------------|
| A M Winn Elementary K-8 Waldorf | 34 | 19 | 528 | 547 | 96.53% |
| Albert Einstein MS | 729 | 338 | 11360 | 11698 | 97.11% |
| Alice Birney Waldorf-Inspired K8 | 105 | 33 | 1647 | 1680 | 98.04% |
| California MS | 920 | 534 | 14182 | 14716 | 96.37% |
| Capital City School | 25 | 29 | 329 | 358 | 91.90% |
| Father Keith B Kenny K-8 School | 35 | 32 | 558 | 590 | 94.58% |
| Fern Bacon MS | 753 | 359 | 11613 | 11972 | 97.00% |
| Genevieve Didion Elementary | 99 | 25 | 1559 | 1584 | 98.42% |
| Home/Hospital | 26 | 0 | 147 | 147 | 100.00% |
| John H. Still K-8 | 277 | 142 | 4209 | 4351 | 96.74% |
| John Morse Therapeutic Center | 14 | 20 | 216 | 236 | 91.53% |
| Kit Carson MS | 348 | 275 | 5250 | 5525 | 95.02% |
| Leonardo da Vinci K - 8 School | 152 | 41 | 2391 | 2432 | 98.31% |
| Martin Luther King Jr Elementary | 94 | 51 | 1427 | 1478 | 96.55% |
| Rosa Parks K-8 School | 472 | 261 | 7286 | 7547 | 96.54% |
| Sam Brannan MS | 494 | 246 | 7639 | 7885 | 96.88% |
| School of Engineering and Science | 254 | 108 | 3943 | 4051 | 97.33% |
| Success Academy K-8 | 8 | 22 | 103 | 125 | 82.40% |
| Sutter MS | 1204 | 340 | 18866 | 19206 | 98.23% |
| Will C Wood MS | 692 | 303 | 10689 | 10992 | 97.24% |
| TOTAL | 6,735 | 3,178 | 103,942 | 107,120 | 97.03% |

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 1, ENDING FRIDAY, SEPTEMBER 22, 2017
 CUMULATIVE TOTAL ABSENCES

| HIGH SCHOOL | ENROLLMENT | TOTAL ABSENCES | ACTUAL DAYS OF ATTENDANCE | DAYS ENROLLED | PERCENTAGE OF ATTENDANCE |
|-----------------------------------|---------------|----------------|---------------------------|----------------|--------------------------|
| American Legion HS | 135 | 380 | 3326 | 3706 | 89.75% |
| Arthur A. Benjamin Health Prof | 209 | 210 | 3134 | 3344 | 93.72% |
| C K McClatchy HS | 2275 | 1067 | 34540 | 35607 | 97.00% |
| Capital City School | 180 | 389 | 2378 | 2767 | 85.94% |
| Hiram W Johnson HS | 1501 | 1295 | 21909 | 23204 | 94.42% |
| Home/Hospital | 68 | 0 | 276 | 276 | 100.00% |
| John F Kennedy HS | 2219 | 1073 | 33759 | 34832 | 96.92% |
| Kit Carson MS | 157 | 88 | 2407 | 2495 | 96.47% |
| Luther Burbank HS | 1734 | 1094 | 26072 | 27166 | 95.97% |
| Rosemont HS | 1406 | 782 | 21416 | 22198 | 96.48% |
| School of Engineering and Science | 287 | 156 | 4473 | 4629 | 96.63% |
| The Academy | 20 | 26 | 225 | 251 | 89.64% |
| West Campus HS | 862 | 192 | 13618 | 13810 | 98.61% |
| TOTAL | 11,053 | 6,752 | 167,533 | 174,285 | 96.13% |

| | TOTAL ENROLLMENT | TOTAL ABSENCES | ACTUAL DAYS OF ATTENDANCE | DAYS ENROLLED | PERCENTAGE OF ATTENDANCE |
|--------------------------|------------------|----------------|---------------------------|----------------|--------------------------|
| TOTAL ALL SCHOOLS | 40,497 | 21,687 | 619,737 | 641,424 | 96.62% |