



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, October 6, 2016

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2016/17-5

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 (OAH Case No. 2016050264)
- 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 54956.8 – Conference with Real Property Negotiators:
Property: APN 002-0010-049, 002-0010-052, 002-0010-056, 002-0010-063
Agency Negotiator: José L. Banda, Superintendent SCUSD
Negotiating Parties: Sacramento City Unified School District and Downtown
Railyard Venture, LLC
Under Negotiation: Price and Terms*

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

The Pledge of Allegiance will be led by Demarco Johnson, a Senior from Luther Burbank High School.

- *Presentation of Certificate by Board Member Diana Rodriguez.*

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

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

7.0 SPECIAL PRESENTATION

6:45 p.m. 7.1 *Approve Resolution No. 2906: Recognition of Disability History Week (Community Advisory Committee for Special Education)* **Action**
5 minutes

6:50 p.m. 7.2 *Approve Resolution No. 2907: Recognition of Dyslexia Awareness Month in October (Community Advisory Committee for Special Education)* **Action**
5 minutes

6:55 p.m. 7.3 *Approve Resolution No. 2908: Sacramento City Unified School District Annual Green Week (Cathy Allen)* **Action**
5 minutes

7:05 p.m. **8.0 PUBLIC COMMENT** **15 minutes**

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

9.0 PUBLIC HEARING

- 7:20 p.m. 9.1 *Approval of Resolution No. 2905: Compliance with the Pupil Textbook and Instructional Materials Incentive Program Act (Iris Taylor and Matt Turkie)* **Action**
5 minute presentation
5 minute discussion
- 7:30 p.m. 9.2 *Consideration and Public Notice of the Sacramento City Unified School District's and Sacramento City Teachers' Association (SCTA) Initial Proposals Regarding Certificated Unit Collective Bargaining 2016-2019 Successor Agreement Negotiations (Scott Holbrook)* **Action**
2 minute presentation
5 minute discussion

7:37 p.m. 10.0 CONSENT AGENDA 2 minutes

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

10.1 Items Subject or Not Subject to Closed Session:

- 10.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 10.1b *Approve Personnel Transactions (Cancy McArn)*
- 10.1c *Approve Revision to Board Policy No. 1312.3: Uniform Complaint Procedures (Raoul Bozio)*
- 10.1d *Approve C. K. McClatchy High School Field Trip to Attend a Debate Tournament in Dallas, Texas, from October 14, 2016 – October 17, 2016 (Lisa Allen and Mary Hardin Young)*
- 10.1e *Approve Board Policy No. 6152.1: Placement in Mathematics Courses (2nd Reading) (Iris Taylor and Matt Turkie)*
- 10.1f *Approve Minutes of the September 1, 2016, Board of Education Meeting (José L. Banda)*

11.0 COMMUNICATIONS

- 7:39p.m. 11.1 *Employee Organization Reports:* **Information**
3 minutes each
- CSA
 - SCTA
 - SEIU
 - Teamsters
 - UPE

| | | |
|-----------|--|--------------------------------------|
| 7:54 p.m. | 11.2 <i>District Parent Advisory Committees:</i> | Information 3 minutes each |
| | <ul style="list-style-type: none"> ▪ <i>Community Advisory Committee</i> ▪ <i>District English Learner Advisory Committee</i> ▪ <i>Gifted and Talented Education Advisory Committee</i> ▪ <i>Indian Education Parent Committee</i> | |
| 8:09 p.m. | 11.3 <i>Superintendent's Report (José L. Banda)</i> | Information 5 minutes |
| 8:14 p.m. | 11.4 <i>President's Report (Christina Pritchett)</i> | Information 5 minutes |
| 8:19 p.m. | 11.5 <i>Student Member Report (Natalie Rosas)</i> | Information 5 minutes |
| 8:24 p.m. | 11.6 <i>Information Sharing By Board Members</i> | Information 10 minutes |
| 8:34 p.m. | 11.7 <i>Board Committee Reports</i> | Information 10 minutes |

12.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

| | | |
|-----------|---|--|
| 8:44 p.m. | 12.1 <i>Governance Handbook (Nathaniel Browning and Steve Lamb)</i> | Information 5 minute presentation 5 minute discussion |
| 8:54 p.m. | 12.2 <i>2016 CAASPP Data Review (Dr. Al Rogers, Matt Turkie, and Ed Eldridge)</i> | Information 15 minute presentation 10 minute discussion |
| 9:19 p.m. | 12.3 <i>Data Dashboard (Dr. Al Rogers and Elliot Lopez)</i> | Information 10 minute presentation 10 minute discussion |

9:39 p.m. 13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *October 20, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *November 3, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

9:41 p.m. **14.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.1

Meeting Date: October 6, 2016

Subject: Approve Resolution No. 2906: Recognition of Disability History Week

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

Division: Community Advisory Committee for Special Education

Recommendation: Approve Resolution No. 2906: Recognition of Disability History Week.

Background/Rationale: Disability History Week was passed by the California Legislature in 2010. Disability History Week is about educating youth with and without disabilities on the many contributions people with disabilities have made throughout American History. Throughout the second week annually in October, organizations and schools across California will engage in a wide variety of activities to celebrate and honor the disability rights movement. The Community Advisory Committee for Special Education encourages SCUSD to demonstrate a commitment to Disability History Week by adopting this resolution.

Financial Considerations: N/A

LCAP Goal(s): Increase the percent of students who are on-track to graduate college and career ready; Safe, Clean, and Healthy Schools.

Documents Attached:

1. Resolution 2906

Estimated Time of Presentation: 5 minutes

Submitted by: Community Advisory Committee for Special Education

Approved by: José L. Banda

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

RESOLUTION NO. 2906

“RECOGNITION OF DISABILITY HISTORY WEEK”

WHEREAS, in the United States, the overall population of individuals with a disability is 12.6 percent [Cornell 2014], and the number of children and youth receiving special education services is about 13 percent of all public school students [NCES 2014].

WHEREAS, in California Special education services were provided to 717,961 individuals, which is approximately 12 percent of students, newborn through twenty-two years of age, in 2014–15 [CalEdFacts]; and

WHEREAS, in the Sacramento City Unified School District (SCUSD), 15 percent of students are receiving special education services; and

WHEREAS, under federal and state law all students with disabilities are entitled to equal opportunity and to a free, appropriate education in the least restrictive environment (LRE); and

WHEREAS, most Californians and other Americans are unaware of the significant historic contributions that people with disabilities have made, and are continuing to make today, for the benefit of our nation and the State of California; and

WHEREAS, the history of the disability community’s civil rights movement and the recognition and celebration of important contributions made by many individuals with disabilities will further expand public awareness and appreciation of persons with disabilities; and

WHEREAS, the disability community and other activists have been advocating for the rights of individuals with disabilities since the early 1800s and have successfully fought for many pieces of significant disability rights legislation, including those for employment, independent living, special education, higher education, community access, housing, transportation, voting, healthcare, financial, housing, government benefits, among other rights; and

WHEREAS, the early efforts and mobilization of the activists in the disability rights movement laid the foundation for future federal and state laws to give people with disabilities important civil rights; and

WHEREAS, Section 504 of the federal Rehabilitation Act regulations requires a school district to provide related aids and services designed to meet the student's individual educational needs; and

WHEREAS, the Higher Education Act guarantees equal educational opportunities for students with disabilities; and

WHEREAS, the Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public and assures that people with disabilities have the same civil rights protections and opportunities as everyone else, similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) requires all public schools to address the needs of pupils with disabilities and develop Individualized Education Plans (IEPs) which reflect the specific needs of each pupil; and

WHEREAS, increasing teachers', pupils', and administrators' understanding of the issues confronting the disability community will enhance the quality and relevance of IEPs and 504 plans and will expand opportunities for pupils with disabilities; and

WHEREAS, civil protest actions have been an integral part of the disability rights movement in California; and

WHEREAS, California has been a leader in furthering disability rights with enactment of such pioneering legislation as the Disabled Persons Act, the Unruh Civil Rights Act, the Fair Employment and Housing Act, Section 11135 of the Government Code, the Lanterman-Petris-Short Act, and the Lanterman Developmental Disabilities Services Act; and

WHEREAS, California has continued its role as a national leader on disability civil rights issues. The annual Youth Leadership Forum for Students with Disabilities (YLF) gives youth with disabilities leadership skills and to teach them about the history and culture of the disability community. YLF participants represent the needs of the larger disabled pupil population throughout the state that also craves that type of instruction. Unfortunately, a limited number of applicants each year can be accepted into YLF even though there are thousands of others who would benefit from learning more about their history and culture; and

WHEREAS, teaching all students about disability history will promote a greater understanding between those with and without disabilities and will lead to increased

opportunities for inclusive interaction between students. This integration will help form new relationships between students with and without disabilities to promote a common awareness and understanding of current disability issues. In addition, disability history instruction can help motivate students to follow the lead of prior disability rights activists; and

WHEREAS, knowledge about disability history can also help promote an understanding of the importance of providing opportunities to people with disabilities to develop and apply independent living skills that are critical to personal success in society. If individuals with and without disabilities learn more about the advocacy of the disability community, there will be a greater willingness to accommodate everyone's needs. Society will then better appreciate the value to the entire community, including people with disabilities in all aspects of community life; and

WHEREAS, universal knowledge about disability history will enhance the recognition that employing people with disabilities benefits businesses, employees, and the community; and

WHEREAS, the history of the disability community's civil rights movement will further pave the way for a better informed society to reduce misunderstanding that leads to stigmatization, hate crimes, and discrimination; and

WHEREAS, the FAIR Education Act enacted January 1, 2012 requires that California schools provide Fair, Accurate, Inclusive and Respectful (FAIR) representations of people with disabilities and people who are lesbian, gay, bisexual or transgender in History and Social studies curriculum and mandates schools to include the contributions of people with disabilities and members of the LGBT community in the curriculum. The updated educational guidelines also prescribe that schools do not adopt learning materials with a discriminatory bias or negative stereotypes based on gender, sexual orientation or disability.

WHEREAS, for resources to support teachers in making History and Social Studies a more FAIR experience for all students and to promote Disability History, visit visit: <http://www.faireducationact.com> and <http://www.yodisabledproud.org/>.

WHEREAS, all people with disabilities are entitled to feel a sense of pride about the history of the disability community, about their role and contributions in their local community, and about themselves as individuals with a disability. As people with and without disabilities learn more about the history of disability, the SCUSD community will have a closer connection to the disability community, which will ultimately contribute to a greater appreciation of diversity in our state; and

WHEREAS, every person with a disability is entitled to live free of discrimination and stigmatization, to feel pride in the history of the disability community, and to be empowered as an individual living with a disability; and

THEREFORE, NOW BE IT RESOLVED that SCUSD joins the State Legislature to proclaim Disability History Week as the second week of October 2016, and annually thereafter; and

THEREFORE, NOW BE IT RESOLVED that SCUSD encourages each school to to dedicate appropriate classroom and instructional time or by coordinating all-inclusive activities to afford opportunities for students to learn more about the disability community and to celebrate and honor its role and contributions in society; and

THEREFORE, NOW BE IT RESOLVED that the Superintendent encourages staff members, families, and the community to collaborate and share disability history information and to celebrate the important contributions made by many individuals with disabilities; and

THEREFORE, NOW BE IT RESOLVED that the Superintendent transmits copies of this resolution to its teachers, staff, departments and schools for appropriate distribution and implementation.

PASSED AND ADOPTED by the SCUSD Board of Education on this 6th day of October, 2016, by the following vote:

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

ATTESTED TO:

José L. Banda
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.2

Meeting Date: October 6, 2016

Subject: Approve Resolution No. 2907: Recognition of Dyslexia Awareness Month in October

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

Division: Community Advisory Committee for Special Education

Recommendation: Approve Resolution No. 2907: Recognition of October as Dyslexia Awareness Month.

Background/Rationale: Dyslexia Awareness Month is designated by the International Dyslexia Association annually in October in order to encourage staff members, families, and the community to collaborate to raise awareness and understanding in so much as to identify, treat and prevent problems associated with dyslexia in order to ensure success for every student with dyslexia. The Community Advisory Committee for Special encourages SCUSD to demonstrate a commitment to Dyslexia Awareness Month by adopting this resolution.

Financial Considerations: N/A

LCAP Goal(s): Increase the percent of students who are on-track to graduate college and career ready; Safe, Clean, and Healthy Schools.

Documents Attached:

1. Resolution 2907

Estimated Time of Presentation: 5 minutes

Submitted by: Community Advisory Committee for Special Education

Approved by: José L. Banda

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2907

“RECOGNITION OF OCTOBER AS NATIONAL DYSLEXIA MONTH”

WHEREAS, Sacramento City Unified School District (SCUSD) recognizes that our children are our most valuable resource, and we must provide opportunities to learn and grow; and

WHEREAS, the United States Department of Health defines dyslexia as an inheritable and highly prevalent language based disability affecting 1 in 5 individuals, including 8,635 students enrolled in general and special education classrooms in SCUSD; and

WHEREAS, dyslexia is a specific learning disability that is neurobiological in origin characterized by difficulties with accurate and fluent word recognition, poor spelling, and decoding abilities, typically resulting from a deficit in phonological processing, and is often unexpected in relation to average or above average cognitive abilities and background knowledge; and

WHEREAS, dyslexia deeply affects a student’s ability to read, write, spell and comprehend and may also deeply impact a student’s emotional well being, with lifetime ramifications so severe that the National Institute of Child Health and Human Development calls poor literacy a national health problem; and

WHEREAS, students with dyslexia -- especially those who are not identified and provided appropriate intervention and are reading below grade level at the end of third grade -- often experience difficulties with depression, anxiety, and poor self-image and rarely catch up to their peers, and as a result, underperform in school and are at a greater risk for failure and dropping out before completing high school; and

WHEREAS, great progress has been made in understanding dyslexia on a scientific level, including the epidemiology and cognitive and neurobiological bases of dyslexia, as well as the “sea of strengths” typical of a person with dyslexia; and

WHEREAS, early diagnosis of dyslexia is critical for ensuring that individuals with dyslexia receive focused, evidence-based intervention by highly qualified instructors that includes appropriate education, necessary accommodations, and the promotion of self-awareness and self-empowerment so as to ensure school and life success; and

WHEREAS, with proper identification, appropriate instruction, accommodation, access to assistive technologies, and support from families, teachers and friends, individuals with dyslexia can excel in school and employment; and

WHEREAS, a concerted effort to educate and empower students, families and educators is critical to promote meaningful literacy development with the goal of preparing individuals with dyslexia for a hopeful and productive future; and

WHEREAS, each student with dyslexia who struggles to learn is unique and deserves every chance to fulfill his or her potential for a happy and productive life; and

WHEREAS, in an effort to assist parents, educators and individuals, the International Dyslexia Association has designated October as Dyslexia Awareness Month; and

WHEREAS, it is critical to provide resources and opportunities to all youth with disabilities including learning disabilities, so they can connect through social networks, organize their communities and develop leadership skills, to be empowered to achieve to the fullest of their potential.

THEREFORE, NOW BE IT RESOLVED that SCUSD acknowledges the policy positions supporting early assessment and intervention for students with dyslexia passed by the United States Congress, the United States Department of Education, the California State Legislature and the California Parent Teacher Association within the past year, and designates October 2016 as Dyslexia Awareness Month; and

THEREFORE, NOW BE IT RESOLVED that SCUSD encourages staff members, families, and the community to collaborate to raise awareness and understanding in so much as to identify, treat and prevent problems associated with dyslexia, as well as to celebrate the

cognitive and emotional strengths typical of people with dyslexia, in order to ensure the success for every student with dyslexia enrolled in the District; and be it

THEREFORE, NOW BE IT RESOLVED that the Superintendent transmits copies of this resolution to its teachers, staff, departments and schools for appropriate distribution and implementation.

PASSED AND ADOPTED by the SCUSD Board of Education on this 6th day of October, 2016, by the following vote:

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

ATTESTED TO:

José L. Banda
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.3

Meeting Date: October 6, 2016

Subject: Approve Resolution No. 2908: Sacramento City Unified School District Annual Green Week

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

Division: Facilities Support Services

Recommendation: Approve Resolution No. 2908: Sacramento City Unified School District Annual Green Week.

Background/Rationale: This Fall Sacramento City Unified School District will be celebrating Green Week. Green Week is a District initiative to highlight sustainability efforts in our schools and promote environmental education through hands on learning opportunities.

District and school site staffs are encouraged to take this opportunity to spend time with students discussing sustainability topics and exploring ways they can make a difference at school, at home and in their communities.

Each day of the week will focus on a different environmental topic and will wrap up on Saturday with a [Green Apple Day of Service](#). Schools will be provided educational resources and access to community partners for each topic.

Financial Considerations: N/A

LCAP GOAL (s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Resolution No. 2908
2. Flyer Announcing Green Week Activities

Estimated Time of Presentation: 5 minute presentation

Submitted by: José L. Banda, Superintendent

Cathy Allen, Chief Operations Officer
Facilities Support Services

Approved by: José L. Banda

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

RESOLUTION NO. 2908

**“RESOLUTION PROCLAIMING THE FIRST FULL WEEK IN OCTOBER ANNUALLY AS
GREEN WEEK”**

WHEREAS, Sacramento City Unified School District recognizes that schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources; and

WHEREAS, Green Week is an annual initiative to highlight sustainability efforts in our schools and promote environmental education through hands on learning opportunities; and

WHEREAS, Green Week empowers all District schools to engage in sustainability focused lessons, projects and activities; and

WHEREAS, Green Week fosters attitudes of personal responsibility toward the environment and provides students with the concepts, knowledge and skills needed to contribute meaningfully to decisions involving the environment and its resources; and

WHEREAS; working together, students, parents and community members can participate in sustainable practices that will have a measurable impact on our environment.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education does hereby proclaim the first full week in October annually as “Green Week.”

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 6th day of October, 2016, by the following vote:

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

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education

GREEN WEEK October 3 - 8



Monday
Energy



Tuesday
Recycling



Wednesday
International Walk to School Day



Thursday
Farm to School



Friday
Fresh Air



Saturday
Green Apple Day of Service

SCUSD has partnered with community organizations and the U.S. Green Building Council Center for Green Schools to bring you Green Week 2016! Green Week is a district-wide event that empowers schools to engage in sustainability focused lessons, projects and activities during the first week in October.

Visit <http://www.scusd.edu/green-week> to sign up to participate and to see the list of activities.





SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: October 6, 2016

Subject: Approval of Resolution No. 2905: Compliance with the Pupil Textbook and Instructional Materials Incentive Program Act

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

Division: Academic Office/Curriculum & Instruction

Recommendation: The Sacramento Board of Education is requested to declare a public hearing, and approve Resolution No. 2905, certifying that funds earmarked for instructional materials are expended in compliance with the Pupil Textbook and Instructional Materials Incentive Act. The resolution ensures that each pupil has sufficient standards-aligned instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Background/Rationale: *Education Code Section 60119 (as revised by Chapter 900, Statutes of 2004)* specifies the governing board shall hold a public hearing on or before the end of the eighth week of the school year. The Board shall make a determination through a resolution as to whether each pupil in the district has sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework adopted by the state board, and to identify the remedy for any insufficiencies.

The attached resolution certifies that each Sacramento City Unified School District student has sufficient textbooks and/or instructional materials in all core subjects that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks. Additionally the resolution certifies the availability of science lab equipment at grades 9-12.

Financial Considerations: The instructional materials budget is about \$1.3 million for the 2016-2017 school year.

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

Documents Attached:

1. Notice of Public Hearing
2. Executive Summary
3. Resolution No. 2905

Estimated Time of Presentation: 5 minutes

Submitted by: Matt Turkie, Assistant Superintendent
Curriculum & Instruction

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District
Compliance with the Pupil Textbook and Instructional Materials Incentive Program Act

NOTICE OF PUBLIC HEARING

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

Topic of Hearing:

**Review of the Pupil Textbook and Instructional Materials Incentive Program Act
For 2016-2017**

Copies of this program may be inspected at:

**Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will approve Resolution No. 2905:
Compliance with the Pupil Textbook and Instructional Materials Incentive Program Act

HEARING DATE: Thursday, October 6, 2016

TIME: 6:30 p.m.

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

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Academic Office/Curriculum and
Instruction Department (916) 643-9120

Board of Education Executive Summary
Academic Office: Public Hearing on Approval of
Resolution No. 2905: Compliance with the Pupil
Textbook and Instructional Materials Incentive
Program Act–Public Hearing
October 6, 2016



I. Overview of Compliance with the Pupil Textbook and Instructional Materials Program Act

Each year, the SCUSD Board of Education holds a Public Hearing and adopts a resolution certifying that the allocation earmarked for instructional materials is expended in compliance with the Pupil Textbook and Instructional Materials Incentive Act. The resolution attests to the sufficiency of core textbooks/instructional materials for each student; as is required by the Williams Act. Additionally, the resolution certifies that materials in each core subject are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. If insufficiencies are noted, the Board must identify the plan to remedy said insufficiencies within eight weeks from the adoption of the textbook sufficiency resolution.

The District's textbook/instructional materials ordering process for each school begins in the spring; deliveries of textbooks/instructional materials are made to schools beginning in June through September. To document sufficiency for purposes of the Pupil Textbook and Instructional Materials Incentive Act, each school is asked to complete a Textbook Sufficiency Survey. Schools must indicate whether they have sufficient textbooks/ instructional materials for each student. If there are not sufficient textbooks/instructional materials, schools are asked to note the number of textbooks/instructional materials needed and the reason for the insufficiency. The surveys are processed by the Library/Textbook Services and any needed materials ordered and are sent out to each school site.

II. Driving Governance

Education Code Section 60119 (as revised by Chapter 900, Statutes of 2004) specifies that the governing board shall hold a public hearing on or before the end of the eighth week of the school year. The Board shall make a determination through a resolution as to whether each pupil in the district has sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework adopted by the state board and to identify the remedy for the insufficiencies.

III. Budget

The total funds allocated plus carryover from previous years totals \$1,663,111 for the 2016-17 school year. This is to be used towards the purchase of state adopted core instructional materials. The following chart outlines expenditures to date for 2016-2017.

Board of Education Executive Summary
Academic Office: Public Hearing on Approval of
Resolution No. 2905: Compliance with the Pupil
Textbook and Instructional Materials Incentive
Program Act–Public Hearing
October 6, 2016



| 2016-2017 Textbook Budget | |
|---------------------------|---------------------|
| Elementary | \$289,936.85 |
| Secondary | \$205,989.66 |
| Total Expenses | \$492,926.51 |

IV. Goals, Objectives and Measures

The goal is to ensure that each student has the requisite set of state-adopted textbook and instructional materials in each core academic subject and to allocate sufficient funds to support annual textbook expenditures. The objective is to accurately project textbook and instructional materials needs so that adequate funds may be allocated to address student textbook/instructional materials needs, per Education Code section 60119. The School Textbook Sufficiency Survey will serve as a measure for goal and objectives.

V. Major Initiatives

The Library Textbook Services Department will assess the School Textbook/Instructional Materials Inventory and Order procedures and make recommendations for improving accuracy of projected needs, allocation of funding and the processing and distribution of textbooks and other instructional materials. As a part of this assessment, staff will take input from school site staff as well as other departments that interface with the textbook sufficiency process.

VI. Results

100% percent of schools had sufficient textbooks and instructional materials by the eighth week of school, per Education Code 60119.

VII. Lessons Learned/Next

In January 2017, site administrators will submit course offerings and projected student numbers for 2017-2018 to Library Textbook Services. If courses require new adoptions, a course of study and textbooks are to be approved by the Board before April 1 to be incorporated into the budget and to assure that materials arrive by the beginning of the school year. If Board approval is made after April 1, textbooks will be purchased the following school year. The department will continue to bar code and maintain electronic records in Destiny of all new textbooks to ensure accurate accounting.

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

RESOLUTION NO. 2905

**Resolution Regarding Sufficiency or Insufficiency of Instructional Materials:
Education Code Section 60119**

WHEREAS, the governing board of the Sacramento City Unified School District is committed to providing appropriate instructional materials for all students, and;

WHEREAS, the governing board of the Sacramento City Unified School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing October 6, 2016, at, or about 7:30 p.m., which is before the eighth week of school, and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three places within the district stating the time, place and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” signifies each pupil, including English learners, has textbooks, instructional materials, or both, to use in class and to take home, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks or instructional materials were provided to pupils of the Sacramento City Unified School District, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each student which are aligned to the academic content standards and consistent with the cycled and content of the curriculum frameworks in English Language Arts (including the English Language Development component of an adopted program), Mathematics, Science, History-Social Studies, Foreign Language and Health, and;

WHEREAS, laboratory science equipment is available for science laboratory classes offered in grades 9 – 12, inclusive;

THEREFORE, IT IS RESOLVED, for the 2016-2017 school year, the Sacramento City Unified School District Board of Education has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 6th day of October, 2016, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

ATTESTED TO:

José L. Banda
Secretary of the Board of Education

Christina Pritchett
President, Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.2

Meeting Date: October 6, 2016

Subject: Consideration and Public Notice of the District's and Sacramento City Teachers' Association's (SCTA) Initial Proposals Regarding Certificated Unit Collective Bargaining 2016-2019 Successor Agreement Negotiations

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

Division: Human Resource Services

Recommendation: Consideration and Public Notice of the District's and Sacramento City Teachers' Association's (SCTA) Initial Proposals Regarding Certificated Unit Collective Bargaining 2016-2019 Successor Agreement Negotiations.

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of the District's and Sacramento City Teachers Association's initial proposals related to collective bargaining of a successor agreement for the 2016-17, 2017-18, and 2018-19 school years. After the public has had an opportunity to review and provide comment, the Board of Education adopts the initial proposals.

Financial Considerations: None

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

Documents Attached:

1. Public Hearing Notice
2. Executive Summary
3. SCUSD's and Sacramento City Teachers Association's Sunshine Proposals – October 6, 2016

Estimated Time of Presentation: 2 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District

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

NOTICE OF PUBLIC HEARING

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

Topic of Hearing:

Consideration and Public Notice of the District's and Sacramento City Teachers' Association's (SCTA) Initial Proposals Regarding Certificated Unit Collective Bargaining 2016-2019 Successor Agreement Negotiations.

Copies of this program may be inspected at:

**Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824**

HEARING DATE: Thursday, October 6, 2016

TIME: 6:30 p.m.

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

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Human Resource Service Department
(916) 643-7474

Board of Education Executive Summary

Human Resource Services

Consideration and Public Notice of the District's and Sacramento City Teachers' Association's (SCTA) Initial Proposals Regarding Certificated Unit Collective Bargaining 2016-2019 Successor Agreement Negotiations

October 6, 2016 Board Meeting



I. OVERVIEW / HISTORY

Pursuant to the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of the District's initial proposals to the Sacramento City Teachers Association related to collective bargaining of a successor agreement for the 2016-17, 2017-18, and 2018-19 school years.

II. DRIVING GOVERNANCE

Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board. Since this matter involves a successor contract, and to allow the Board an opportunity to provide comment, the District's initial proposal for a 2016-2019 successor agreement was first presented to the Board at a public meeting on September 15, 2016 for a first reading. The District's initial proposal is now presented to the Board at this public meeting on October 6, 2016 for final approval and "sunshining." In addition, SCTA's initial proposal is also now presented to the Board for "sunshining."

III. BUDGET

None

IV. GOALS, OBJECTIVES, AND MEASURES

In June 2016, the District and SCTA reached a Tentative Agreement that closed contract negotiations for the 2015-16 school year. That Tentative Agreement also extended the termination date of the current contract from June 30, 2016 to December 1, 2016, to allow the parties additional time to negotiate a successor agreement for the 2016-17, 2017-18, and 2018-19 school years. Accordingly, the parties agreed to begin negotiations for that successor agreement shortly after the commencement of the 2016-17 school year, with the goal of reaching an agreement by December 1, 2016. The parties also agreed that in the event a successor agreement is not finalized by December

Board of Education Executive Summary

Human Resource Services

Consideration and Public Notice of the District's and Sacramento City Teachers' Association's (SCTA) Initial Proposals Regarding Certificated Unit Collective Bargaining 2016-2019 Successor Agreement Negotiations

October 6, 2016 Board Meeting



1, 2016, the current contract may be extended by mutual agreement until negotiations are concluded.

Consistent with the Tentative Agreement, the District and SCTA are presenting their initial proposals for “sunshining” to begin negotiations for a successor agreement. The District’s Board of Education is required to hold a public hearing on the District’s and SCTA’s initial proposals.

V. MAJOR INITIATIVES

College, Career and Life Ready Graduates
Safe, Emotionally Healthy and Engaged Students
Operational Excellence

VI. RESULTS

The District intends to work with SCTA in good faith to negotiate over those items included in the District’s initial proposal and any initial proposal submitted by SCTA.

VII. LESSONS LEARNED / NEXT STEPS

Approve the District’s initial proposal.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

October 6, 2016

**SUNSHINING OF DISTRICT'S INITIAL PROPOSAL TO THE
SACRAMENTO CITY TEACHERS ASSOCIATION (SCTA) AND SCTA'S INITIAL
PROPOSAL TO THE DISTRICT
FOR A 2016-2019 SUCCESSOR AGREEMENT**

[FINAL]

(2016-2019 Labor Negotiations)

The current master agreement for the certificated employee bargaining unit represented by the Sacramento City Teachers Association (“SCTA”) expires on December 1, 2016. A copy of that master agreement is available for viewing on the District’s web site at www.scusd.edu.

Pursuant to Government Code section 3547, the District’s and SCTA’s initial bargaining proposals for a 2016-2019 successor agreement are required to be presented at a public meeting where members of the public may comment prior to commencing negotiations. The District’s initial proposal for a 2016-2019 successor agreement was presented to the Board of Education (“Board”) for a first reading at a public meeting on September 15, 2016. The District’s initial proposal is now presented to the Board at this public meeting on October 6, 2016 for final approval and “sunshining.” Thereafter, the Board will also “sunshine” SCTA’s initial proposal for a 2016-2019 successor agreement at this public meeting on October 6, 2016. (SCTA’s Initial Proposal is attached hereto as “Exhibit A.”) Thereafter, the Parties will commence negotiations for a 2016-2019 successor agreement on October 11, 2016.

ACTION BY THE BOARD OF EDUCATION AS FOLLOWS:

The Board hereby presents the District’s initial proposal for public comment, and thereafter adopts the following initial proposal for a 2016-2019 successor agreement. It is the Board’s intent that the District work collaboratively with SCTA’s negotiations team to reach a fair and equitable agreement that protects the interests of students, parents/guardians, unit members, and the District.

ARTICLE 1: RECOGNITION

Propose amendments, including but not limited to modifying the unit, and/or petitioning the PERB, to remove substitute teachers for lack of sufficient commonality of interests.

ARTICLE 2: DEFINITIONS

Propose amendments, including but not limited to updating terms resulting from negotiations as the Parties may deem necessary.

ARTICLE 3: EFFECT OF AGREEMENT

Propose amendments, including but not limited to reviewing all Tentative Agreements entered into by the Parties during the term of the preceding collective bargaining agreement and incorporate any agreed upon changes to the successor contract along with any other revisions as may be agreed upon by the Parties.

ARTICLE 4: GRIEVANCE PROCEDURES

Propose amendments, including but not limited to revising timelines and the grievance process.

ARTICLE 5: HOURS OF EMPLOYMENT

Propose amendments, including but not limited to revising instructional minutes and day schedules.

ARTICLE 6: EVALUATION

Propose amendments, including but not limited to revising evaluation tools and process.

ARTICLE 7: ASSIGNMENTS

Propose amendments, including but not limited to revising reopener notice requirements and the Liaison Committee.

ARTICLE 8: TRANSFERS

Propose amendments, including but not limited to revising timelines and process.

ARTICLE 9: LEAVES OF ABSENCE

Propose amendments, including but not limited to updating leaves of absence consistent with legal requirements.

ARTICLE 10: PERSONNEL FILES

Propose amendments, including but not limited to revising procedures for placing derogatory materials in personnel files.

ARTICLE 11: SAFETY CONDITIONS

Propose amendments, including but not limited to revising employee reimbursements.

ARTICLE 12: COMPENSATION

Propose to negotiate in good faith over compensation within the limits of available financial resources, while maintaining a sustainable budget and fiscal solvency. The District may propose other amendments to this Article.

ARTICLE 13: EMPLOYEE BENEFITS

Propose to negotiate in good faith over employee benefits within the limits of available financial resources, while maintaining a sustainable budget and fiscal solvency. The District may propose other amendments to this Article.

ARTICLE 14: PERSONAL AND ACADEMIC FREEDOM

Propose amendments, including but not limited to eliminating redundant language.

ARTICLE 15: SUBSTITUTES

Propose amendments, including but not limited to revisions consistent with the District's proposal for Article 1, above.

ARTICLE 16: LIAISON COMMITTEE

Propose amendments, including but not limited to revising terms as the Parties may deem necessary.

ARTICLE 17: CLASS SIZE

Propose amendments, including but not limited to revising terms involving loads, formulas, limitations, and specialized programs.

ARTICLE 18: ORGANIZATIONAL RIGHTS

Propose amendments, including but not limited to revising terms involving the use of District mail services.

ARTICLE 19: DISTRICT RIGHTS

Propose amendments, including but not limited to clarifying management rights and prerogatives over matters outside of the scope of bargaining.

ARTICLE 20: MENTOR TEACHER

Propose amendments, including but not limited to revising terms involving the Mentor Teacher Program.

ARTICLE 21: ORGANIZATIONAL SECURITY

Propose amendments, including but not limited to revising terms involving processing agency fees.

ARTICLE 22: PROFESSIONAL GROWTH PROGRAM RELATED TO THE REQUIREMENTS FOR RENEWAL OF CLEAR TEACHING CREDENTIALS

Propose amendments, including but not limited to updating terms involving the Professional Growth Program.

ARTICLE 23: CLASSROOM TEACHER INSTRUCTIONAL IMPROVEMENT PROGRAM

Propose amendments, including but not limited to updating terms involving the Classroom Teacher Instructional Improvement Program.

ARTICLE 24: SITE-BASED DECISION-MAKING

Propose amendments, including but not limited to revising terms as the Parties may deem necessary.

ARTICLE 25: SUCCESSOR AGREEMENT

Propose amendments, including but not limited to revising the timelines for commencing successor contract negotiations.

ARTICLE 26: DURATION

Propose amendments, including but not limited to updating the term of the successor contract.

MISCELLANEOUS: COMPREHENSIVE CONTRACT REVIEW

The District proposes a comprehensive review of **ALL ARTICLES, APPENDICES, AND ATTACHMENTS** to identify any language and/or document that is outdated, obsolete, or no longer applicable to further update the successor contract for the benefit of unit members and their supervisors. To this end, the District further proposes to review all Tentative Agreements entered into by the Parties during the term of the preceding collective bargaining agreement and incorporate any agreed upon changes to the successor contract along with any other revisions as may be agreed upon by the Parties.

The District further reserves the right to present any other proposals in accordance with the requirements of the Educational Employment Relations Act, (EERA) California Government Code Section 3540 *et seq.*

Response To SCTA Initial Proposal

The District will consider and bargain in good faith over proposals included in the SCTA initial proposal for 2016-2019 successor contract negotiations, attached hereto as “Exhibit A.”

APPROVED:

AYES:

NOES:

ABSTAIN:

ABSENT:

Action was taken to adopt this District Initial Proposal for 2016-2019 successor contract negotiations with SCTA on October 6, 2016.

Superintendent

EXHIBIT A



**Sacramento City Teachers Association (SCTA)
October 6, 2016**

Sunshining of the Association’s Initial Proposal to the Sacramento City Unified School District for a Successor Agreement to the 2014-2016 Collective Bargaining Agreement Between the Parties

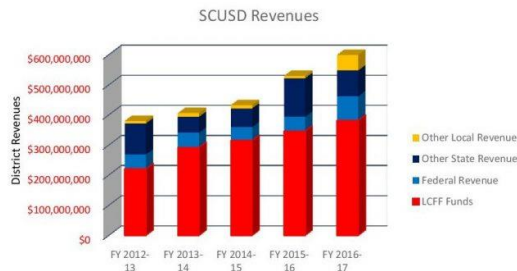
The current collective bargaining agreement between the Sacramento City Teachers Association (hereafter “SCTA”) and the Sacramento City Unified School District (SCUSD) expired on June 30, 2016 and was extended by mutual agreement between the parties to December 1, 2016. A copy of the agreement can be found at www.sacteachers.org.

The parties are scheduled to commence bargaining for the successor agreement on October 11, 2016.

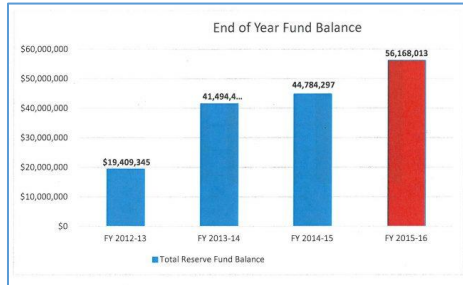
The District is in the best financial position it has been in its history.

In its approved budget for 2016-17, the District begins the fiscal year with at least \$56 million in its unreserved fund, \$5 million higher than what was projected earlier in the year. That means the District ended 2015-16 spending approximately \$14 million less than what it budgeted to spend, while students attended classes often without a fully credentialed teacher leading instruction.

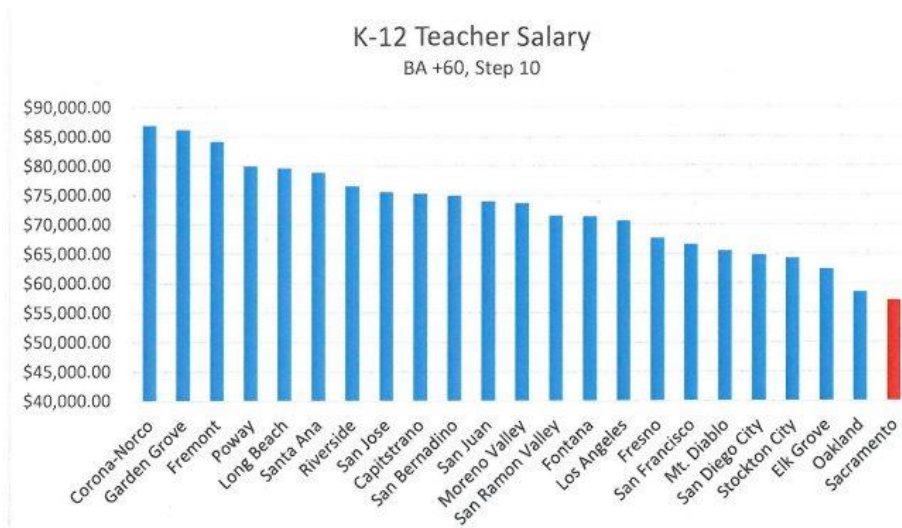
The District's total revenues in 2016-17 will increase to at least \$599,668,880, an additional \$70,127,083. This is an increase of 13.2% since fiscal year 2015-16. Since fiscal year 2012-13, the District's annual total revenue has increased by \$219,772,202, or by 57.9%.



The District is in a much stronger position than it was prior to the Great Recession of 2008. But rather than spending its increased revenue on ensuring that students have a fully credentialed teacher in the classroom, the District seems more concerned with building up its reserve fund. Its \$56 million unrestricted fund is more than five times higher than the minimum recommended by the State of California.



Unfortunately, when compared to the other 22 school districts in the state that have an enrollment of 30,000 students or more, Sac City spends 16%--or almost \$700--less on teachers, but 4.3% more on administrators' pay.



Our proposals address more than salaries and benefits of educators. With its strong and secure financial status, the District is positioned to take the steps that will reverse years of declining enrollment to make Sac City THE Destination District for California and our Region.



SCTA Proposals to SCUSD 10-6-16

Our proposals reflect the once-in-a-lifetime opportunity to make those necessary and long overdue changes.

Many SCTA members are not only educators in the District, but also parents of SCUSD students and often former Sac City students themselves. We view this bargaining through the multiple lenses of educators, parents, students and the broader community.

Because the contract has not been updated in years and there are a number of updates, housekeeping corrections, and the need to incorporate a number of operative and relevant memoranda of understandings that have been reached by the parties, the Association will be making proposals on every section of the contract.

In addition to the updates and changes suggested above, the Association intends to bargain in good faith with representatives of the District to reach an agreement that puts our District on the pathway to becoming THE Destination District for California.

Article 1: Recognition

Propose changes including but not limited to those that reflect and update the various classifications represented by the Association and include language that incorporates the obligation of the District to notify in writing and bargain in good faith regarding changes and their effects prior to implementation.

Article 2: Definitions

Propose changes including but not limited to those that may require the updating and inclusion of current definitions included in this section.

Article 3: Effect of Agreement

Propose changes including but not limited to those that may incorporate previously agreed upon changes that are not incorporated into the current printed version of the agreement and other changes that may be agreed upon by the parties.

Article 4: Grievance Procedure

Propose changes including but not limited to those that revise the grievance procedure that provide for a more expeditious handling of grievances and other improvement that may make the grievance procedure more effective.

Article 5: Hours of Employment



SCTA Proposals to SCUSD 10-6-16

Propose changes including but not limited to those that incorporate changes as result of the implementation of collaborative time, as well as changes related to the calendar, the instructional minutes, the service day, preparation time, distribution of yard duty and other special assignments. Proposals may also address the inability of numerous bargaining unit employees to take relief and lunch breaks without interruption.

Article 6: Evaluations

Propose changes including but not limited to those that revising the evaluation process and the development and implementation of a Peer Assistance Review program

Article 7: Assignments

Propose changes including but not limited to those that revise how assignments are made.

Article 8: Transfers

Propose changes including but not limited to those that the process for posting and filling of vacancies.

Article 9: Leaves of Absence

Propose changes including but not limited to those that update current practices as well as incorporation of changes set forth in recent legislation, e.g. AB 375.

Article 10: Personnel Files

Propose changes including but not limited to those that reflect changes based on technology and other matters.

Article 11: Safety Conditions

Propose changes including but not limited to those that improve safety and school climate for educators and students.

Article 12: Compensation

Propose changes including but not limited to those that better position Sac City to recruit and retain educators who reflect the diversity of our student population and takes steps to ensure that every student has the opportunity to learn from highly qualified, credentialed educators.

Article 13: Employee Benefits



SCTA Proposals to SCUSD 10-6-16

Propose changes including but not limited to those that better position Sac City to recruit and retain educators who reflect the diversity of our student population and takes steps to ensure that every student has the opportunity to learn from highly qualified, credentialed educators, while honoring the commitment from the District to provide retirement security for educators.

Article 14: Personal and Academic Freedom

Propose changes including but not limited to those that update the current language.

Article 15: Substitutes

Propose changes including but not limited to those that may address substitute recruitment and deployment issues, including the creation of substitute positions that include benefited status.

Article 16: Liaison Committee

Propose changes including but not limited to those that update the current language.

Article 17: Class Size

Propose changes including but not limited to those that incorporate changes to class sizes that have already been implemented, but not reflected in contract language, as well as additional proposals to lower class sizes throughout all levels of the District. Proposals will also include but not be limited to creating and/or lower the student to educator ratio for program specialists, psychologists, social workers, school nurses, speech and language specialists, special education educators and counselors, among others, as well as staffing standards for librarians and other bargaining unit classifications.

Article 18: Organizational Rights

Propose changes including but not limited to those that update the current language.

Article 19: District Rights

Propose changes including but not limited to those that update the current language.

Article 20: Mentor Teacher

Propose changes including but not limited to those that update the current language as well as those that incorporate current, ongoing negotiations related to induction and student teachers.



Article 21: Organization Security

Propose changes including but not limited to those that include receiving accurate and timely information from the District.

Article 22: Professional Growth Program Related to Requirements for Renewal of Clear Teaching Credentials

Propose changes including but not limited to those that update the current language.

Article 23: Classroom Teacher Instructional Improvement Program

Propose changes including but not limited to those that update the current language.

Article 24: Site-based Decision Making

Propose changes including but not limited to those that update the current language and improve upon current practices.

Article 25: Successor Agreement

Propose changes including but not limited to those that update the current language.

Article 26: Duration

Propose change included but not limited to those that the update the current language. The Association reserves the right to change and/or modify its proposal regarding the duration of the agreement based on discussions in this negotiation related to wages and other issues.

Appendix A:

Propose changes including but not limited to those that update the current forms in use and that are useful to include in this section.

Appendix B: Salary Schedules

Propose changes including but not limited to those that update the printed salary schedules, including those that are modified as a result of these negotiations, and also ensure that they are timely posted on the District's website.

Appendix C: Professional Improvement Plan

Propose changes including but not limited to those that update this section.



Appendix D: Special Education – Student Inclusion

Propose changes included but not limited to those that will guarantee to students the full range of services for those with special needs and that provide for the educating students in the least restrictive environment. To do so, proposals will address the need to provide resources and support for the expansion of an inclusionary practices model as well as the implementation of both early academic intervention (e.g. Response to Intervention [RTI] and behavioral intervention [restorative practices, Social and Emotional Learning, PBIS) models and programs.

Appendix E: Calendar

Propose changes including but not limited to those that update the current contract, as well as to establish the calendar for 2017-18 and subsequent years.

Remaining Appendices:

Propose changes including but not limited to those that updating current language, and removing section(s) that are out of date or no longer relevant.

Outstanding Grievances/Issues:

The Association will make proposals on a number of grievances and issues that remain outstanding and unresolved.

Making Sac City the Destination District

Toward this broader, more ambitious goal, which we share with the District and the elected board of education, the Association will propose changes designed to increase enrollment in the district and to improve the overall operational performance of the District, including but not limited the enrollment process, expansion and additional support for the Parent Teacher Home Visit project, expansion of Arts and Vocational training, and teacher-driven, state of the art professional learning and the elimination of unnecessary and duplicative testing that takes away valuable instructional time that should be devoted to students’ learning. These proposals may be either incorporated into pre-existing articles of the contract, or may be better incorporated as stand alone, new sections, based on agreement between the parties.

The Association reserves the right to amend, modify, delete and/or otherwise change these proposals at any time during the bargaining process in accordance with relevant state law.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1a

Meeting Date: October 6, 2016

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): College, Career, and Life Ready Graduates; Family and Community Empowerment; Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Notices of Completion – Facilities Projects

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

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

| <u>Contractor</u> | <u>Description</u> | <u>Amount</u> |
|--|--|------------------------------|
| <u>COLLEGE & CAREER READINESS</u> | | |
| A17-00033 California Department of Education | 7/1/16 – 6/30/18: Grants for California Partnership Academies at C.K. McClatchy, Hiram Johnson, John F. Kennedy, and Luther Burbank High Schools. The California Partnership Academies are focused on smaller learning communities with a career theme. Academies serve students in grades 10-12 and are structured as schools-within-a-school. Academies incorporate integrated academic and career technical education, mentoring, and internships. Academy leadership is provided by a committed team of teachers, and active business and post-secondary partnerships. | |
| | C.K. McClatchy: Law & Public Services Academy | \$74,700 |
| | Hiram Johnson: Law/Criminal Justice Academy | \$74,700 |
| | Health & Medical Sciences Academy | \$74,700 |
| | Corporate Business Academy | \$74,700 |
| | John F. Kennedy: Criminal Justice and Community Service Academy | \$74,700 |
| | Luther Burbank: Law and Social Justice Academy | \$74,700 |
| | | Total: \$448,200 No Match |

INTEGRATED SUPPORT SERVICES

| | | |
|--|---|----------------------|
| A17-00031 The California Endowment | 9/15/16 – 9/14/17: Expanding Health and Mental Health Services Grant. Funds will be used to improve health outcomes for youth by connecting students with accessible health care and mental health supports within the district through the Connect Center. | \$75,000 No Match |
| A17-00032 Kaiser Permanente | 7/1/16 –6/30/17: Northern California Community Benefit Programs Division Grant to support prevention-focused, evidence-based programs that are expanding access to care and creating healthy environments. Funds will be used to support the Connect Center, a central youth and family resource center for the community; and to support bullying prevention at our schools. The Connect Center will provide social, emotional, health coverage resources and support to SCUSD students, families and staff by responding to approximately 350 requests for services, as well as ongoing training to district employees, parents and families on issues affecting student health and wellness. Funds will also be used to provide bullying prevention training, technical assistance, and support to staff, students and families. | \$50,000 No Match |

SPECIAL EDUCATION

A17-00034
California Department
of Education

7/1/16 – 9/30/18: Grant for Special Education Preschool
Program Staff Development. Funding for training days and
associated costs, including registration, substitute staff,
materials, and presenter fees.

\$2,578
No Match

EXPENDITURE AND OTHER AGREEMENTS

Contractor Description Amount

TECHNOLOGY SERVICES

SA17-00197
Follett School
Solutions

8/26/16 – 8/25/17: Upgrade from obsolete versions of
software to Follett Destiny Library Manager. The system will
be used to manage and provide access to library materials,
and to track and manage the district’s collection of textbooks.

\$182,762
General Funds

SA17-00229
Curriculum Associates

10/7/16 – 10/6/17: i-Ready student diagnostic math and
reading software licenses. Includes on-site professional
development, Get Started, and Leadership Best Practices.

\$151,393
General Funds

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> |
|---------------------------------|--|------------------------|
| Seward L. Schreder Construction | Installation of Two-Story Modular Classroom Building at William Land Elementary School | August 26, 2016 |
| Seward L. Schreder Construction | Shade Structure at Elder Creek Children’s Center | September 1, 2016 |
| Seward L. Schreder Construction | Modular Classroom Refurbishment (CSR) and Two-Story Modular Classroom Deconstruction and Refurbishment | September 19, 2016 |
| Seward L. Schreder Construction | Installation of 19 CSR Modular Classroom Buildings at Eight School Sites & Interim Housing Site Work/Relocation of Portables at Theodore Judah Elementary School | September 19, 2016 |
| Clark & Sullivan Construction | Roof Replacement at Eight School Sites & Modernization Work at Bowling Green Academies | September 19, 2016 |
| Roebbelen Contracting | HVAC & Roof Replacement at California Middle School | September 19, 2016 |
| Roebbelen Contracting | Miscellaneous Projects at Luther Burbank High School | September 19, 2016 |
| McCarthy Building Companies | Window Replacement at Six School Sites | September 19, 2016 |

| | | |
|---------------------------------|---|--------------------|
| Valley Precision Grading | Miscellaneous Paving Projects at Freeport & Ethel I. Baker Elementary Schools | September 19, 2016 |
| | | |
| Landmark Construction | Roof Replacement at John Still Middle School | September 19, 2016 |
| | | |
| Landmark Construction | Boiler Replacement & Campus Renovations (Phase I) at Kit Carson Middle School | September 19, 2016 |
| | | |
| Landmark Construction | HVAC & Roof Replacement at Kit Carson Middle School | September 19, 2016 |
| | | |
| Landmark Construction | Abatement/Demolition at Washington Elementary School | September 19, 2016 |
| | | |
| Landmark Construction | S.T.E.A.M. Academy Renovation at Washington Elementary School | September 19, 2016 |
| | | |
| Home Tech Remodeling | Window System Replacement at New Joseph Bonnheim Charter School | September 19, 2016 |
| | | |
| Olympic Land Construction | Playfield Renovations at Mark Hopkins Elementary School | September 19, 2016 |
| | | |
| Western Engineering | Parking Lot Paving at Leataata Floyd Elementary School | September 19, 2016 |
| | | |
| Western Engineering | AC Paving Repairs at Susan B. Anthony Elementary School | September 19, 2016 |
| | | |
| A.M. Stephens Construction | AC Paving/Concrete Replacement at Ethel Phillips Elementary School | September 19, 2016 |
| | | |
| California Pavement Maintenance | AC Paving Replacement at Oak Ridge Elementary School | September 19, 2016 |
| | | |
| Z Squared Construction | Cement Plaster Repairs at Sacramento Charter High School | September 19, 2016 |
| | | |
| Studebaker Brown Electric | Upgrade of Fire Alarm System at Woodbine Elementary School | September 19, 2016 |
| | | |
| BRCO Constructors | AC Paving Replacement at Woodbine Elementary School | September 19, 2016 |
| | | |
| AMS.Net | E-Rate 18 Network Equipment Upgrade at 25 Sites | September 19, 2016 |
| | | |

Amendment F
Destiny® Resource Management™ Agreement
 Quote # 958792-3
 Customer # 0453214
 August 26, 2016

This Amendment is made part of the Destiny Resource Management Agreement between Follett School Solutions. ("Follett") and Sacramento City Unified School District ("you") in Sacramento, CA dated September 17, 2007 (the "Agreement") is effective August 26, 2016. Any capitalized terms not defined in this Amendment have the meanings given them in the Agreement.

The prices and terms in this Amendment will be held open and valid until September 23, 2016.

Modifications to the Agreement

You and Follett (the "parties") agree to amend the Agreement, notwithstanding anything to the contrary in the Agreement, as follows:

| <i>Solution Summary</i> | |
|---|---------------------|
| <i>The total dollar amount included in this Amendment is</i> | \$182,761.91 |
| <i>Products Added to Follett Destiny Solution Agreement</i> | |
| <i>Follett Hosted Service Year One</i> | |
| <i>Migrate Existing Database(s) to Follett Hosted Service</i> | \$799.00 |
| <ul style="list-style-type: none"> ▪ Migration of your existing data to the Follett Hosted Service. <ul style="list-style-type: none"> ○ Migration of one (1) Destiny database(s) for twenty-seven (27) license(s) of Library Manager to the Follett Hosted Service. ○ Migration of one (1) Destiny database(s) for twenty-three (23) license(s) of Textbook Manager to the Follett Hosted Service. | |
| Migration to the Follett Hosted Service includes: | |
| <ul style="list-style-type: none"> ▪ Project Management: coordination of tasks and timeline to migrate from customer-hosted servers to Follett-hosted servers. ▪ Implementation: migration of the Destiny database from customer-hosted servers to Follett-hosted servers. ▪ Technical Training: brief technical training on the Follett Hosted Service. ▪ Server maintenance and support | |
| Additional information regarding the migration service, and additional terms associated with the Follett Hosted Service, are contained in this document. | |
| Unless otherwise noted, no other project management, implementation, data or training services are included as part of this Proposal. | |

Follett Hosted Service Year One

| | |
|---|-------------|
| ▪ Destiny Library Manager™ Hosted Service for year one for twenty-seven (27) location(s) | \$23,088.91 |
| ○ Alliance Plus | |
| ○ Universal Search | |
| ○ One Search | |
| ○ TitlePeek | |
| ○ Online documentation and Help | |
| ○ Note: Library Manager is designed specifically as a Library management tool | |
| ▪ Destiny Textbook Manager™ Hosted Service for year one for twenty-three (23) location(s) | \$0.00 |
| ○ Online access to over 800,000 textbook title records | |
| ○ Online documentation and Help | |
| ○ Note: Textbook Manager is designed specifically as a tool for District/School textbook management | |

Follett Hosted Service Additional Products or Services

Legacy Promotion

| | |
|---|-------------|
| ▪ Destiny Library Manager™ for thirty-nine (39) location(s) | \$38,961.00 |
| ○ Alliance Plus | |
| ○ Universal Search | |
| ○ One Search | |
| ○ TitlePeek | |
| ○ Online documentation and Help | |
| ○ Note: Library Manager is designed specifically as a Library management tool | |
| ▪ Destiny Library Manager™ for one (1) location(s) | \$2,039.00 |
| ○ Alliance Plus | |
| ○ Universal Search | |
| ○ One Search | |
| ○ TitlePeek | |
| ○ Online documentation and Help | |
| ○ Note: Library Manager is designed specifically as a Library management tool | |

PN291 – Upgrade to Textbook & Resource Manager Bundle Promo

| | |
|--|-------------|
| ▪ Upgrade to Destiny Textbook Manager™ and Destiny Resource Manager™ Bundle Package for twenty-three (23) location(s) | \$18,377.00 |
| ○ Online documentation and Help | |
| ○ Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management. | |
| ○ District already owns Destiny Textbook Manager for same number of sites upgrading to bundle package. | |

Resource Manager Promo

| | |
|--|-------------|
| ▪ Destiny Resource Manager™ for fifty-three (53) location(s) | \$99,497.00 |
| ○ Online documentation and Help | |
| ○ Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management. | |
| ▪ Server maintenance and support | |

Implementation Services

* See Training Services within SOW for all training requirements

- **Resource Manager Project Management:** includes a central point of contact during the implementation of the Follett Hosted Service and On-site Planning meeting
- **Resource Manager System Setup:** consists of remote initial setup of district and schools, and initial data load.
- **Resource Manager Technical Administrative Training:** consists of remote brief technical training for the Follett Hosted Service. For the most optimal learning experience, we recommend no more than twelve (12) participants.
- **Resource Manager - District Essentials Webinar:** This instructor-led, web-based training focuses on teaching district staff the essential district-level capabilities of Resource Manager. (Maximum: 12 participants).
 - **Understanding Roles and Assigning Permissions:** Ideally scheduled prior to the District Essentials webinar, the Roles and Permissions webinar explains the user hierarchy and the importance of access levels and permissions as they relate to tasks users are able to perform in the software. (Maximum: 12 participants).
- **Resource Manager - Site Essentials On-Site Training – 1 Day:** On-site, 1 day training covers the basics users need to begin using Resource Manager. Users take a look at how they do their job and then apply that in the software. Toolkits, available before, during, and after training, consist of lesson plans, quick reference guides, and videos. A maximum of twenty (20) participants can attend.

Data conversion and data enhancement services costs are not included.

All other terms of the Agreement (and, if applicable, as amended) remain in full force and effect.

All pricing is listed in United States dollars.

Payment terms are Net 30 days after delivery.

To the extent allowable by law, this Amendment is strictly confidential.

It is the customer's responsibility to provide written verification of the Follett Hosted Service Solution delivery immediately following the System Setup via the Acknowledgement of Delivery document (AOD).

| | |
|---|--------------------|
| <i>Annual Licensing and Maintenance Costs After Year One*</i> <i>(starts in Year Two)</i> | |
| Follett Hosted Service | |
| <ul style="list-style-type: none"> ○ Destiny Library Manager for sixty-seven (67) location(s) <ul style="list-style-type: none"> ○ Alliance Plus ○ Universal Search ○ One Search ○ TitlePeek ○ Online documentation and Help | \$47,644.55 |
| <ul style="list-style-type: none"> ▪ Upgrade to Destiny Textbook and Resource Manager Bundle Package for twenty-three (23) location(s) <ul style="list-style-type: none"> ○ Online documentation and Help ○ Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management. ○ <i>District already owns Destiny Textbook Manager for same number of sites upgrading to bundle package.</i> ○ <i>Your Annual Renewal will be reduced at the time of the existing Textbook Manager renewal date.</i> | \$14,032.53 |
| <ul style="list-style-type: none"> ▪ Destiny Resource Manager for fifty- three (53) location(s) <ul style="list-style-type: none"> ○ Online documentation and Help ○ Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management | \$32,335.83 |
| <ul style="list-style-type: none"> ▪ District Technical Support includes: <ul style="list-style-type: none"> ○ Toll-free telephone technical support for designated Customer contacts ○ 24/7 customer Web Portal, with searchable online knowledge base ○ Unlimited email support ○ Training toolkits (lesson plans, quick reference guides, and videos) ○ Product updates | |
| This new pricing will be reflected in your next annual renewal fee. | |
| Total Annual Licensing and Maintenance Costs: | \$94,012.91 |

*You must have paid or pay for all prior years' Annual Licensing and Maintenance Costs and renew maintenance for all sites and Management Systems at the same time in order to continue to receive access to the Follett Hosted Service. Otherwise Follett reserves the right to turn off the Services.

Migration Services

Migration services support moving your Destiny database(s) to the Follett Hosted Service, and provide your district with configured access to your Destiny software via a Web site address (URL).

Follett is responsible for providing the following processes and activities related to this service:

- Backup the Destiny database
- Verify product version of the existing installation
- Upload Destiny and database files to Follett hosted environment
- Verify installation with customer, and supply Destiny URL.

All services are delivered remotely.

Customers are required to provide the following activities related to this service:

- Any required Destiny upgrades to match Follett hosted product level.
- Delete old job summaries from Job Manager
- Remote access to the Destiny/SQL server(s) of the existing server environment
- Provide login information to the Destiny installations and the SQL Administrator (sa) user(s).

There are some services that Follett will not perform for your district:

- Follett will not install any hardware or software at your district or schools.
- Follett will not configure your networking infrastructure. Your entire district-networking infrastructure must be up and running to support the service. This includes all routers and Wide Area Network links.

Digital Resource Limit

Digital content that is uploaded and cataloged is limited to 1 GB per Destiny database (for district if the Destiny database serves a multi-school district; or individual school, if the database is limited to a specific school). If at any time you exceed this limit and wish to purchase additional space, you may do so at an additional cost of \$5.00 per GB annually.

Student Interoperability Framework (SIF)

Follett Destiny Solution is a SIF-certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Kimono (www.kimonocloud.com).

Based on discussions with your district, your implementation is scheduled to be completed no later than **September 23, 2016**. Follett staff will work with your district to begin project planning to reach that implementation date. Because Follett plans our resource allocation based on projected installation requirements, we appreciate your collaboration in meeting this mutually agreed upon timeline.

Training should be scheduled within 30 days, and completed within 90 days, of the signed Acknowledgement of Delivery (AOD). If training is not completed within 90 days of the signed AOD, Follett is not obligated to complete the training, but may do so depending upon the circumstances. If your district elects to receive training at a later date, you may be charged up to current market prices. Customers are not permitted to videotape or record in any way Follett delivered services or training events.

By signing below, you represent that you have read the terms of this Amendment, including those on the following pages, understand and agree to such terms, and are duly authorized to sign on behalf of the School District.

IN WITNESS WHEREOF, the parties have caused this Amendment to be duly executed by their authorized representatives as set forth below.

Follett School Solutions, Inc.

Sacramento City Unified School District

Signature: _____
 Print Name: _____
 Title: _____
 Address: 1340 Ridgeview Drive
McHenry, IL 60050

 Date: _____

Signature: _____
 Print Name: _____
 Title: _____
 E-mail Address: _____
 Address: _____

 Date: _____

1. An authorized representative of your District needs to **sign above**.
2. Please fax **ALL PAGES** (with the exception of the Acknowledgement of Delivery, if attached) of the signed amendment and your **Purchase Order** as instructed on the cover letter.
3. Please include with your fax the **name and mailing address** of the person to whom Follett should return a copy of the fully executed amendment if needed.

Addendum No. 01 to Technology Services Agreement for Education Code Section 49073.1 Compliance

This Addendum No. 1 ("Addendum") is entered into between Sacramento Unified School District ("LEA") and Follett School Solutions ("Service Provider") on 10/06/2016. ("Effective Date")

WHEREAS, the LEA and the Service Provider entered into an agreement titled Destiny Resource Management Agreement ("Technology Services Agreement") on September 17, 2007 and any addenda on 10/06/2016.

WHEREAS, pursuant to the Technology Services Agreement, the Service Provider agreed to provide the LEA the following services: hosted Follett Destiny library resource management system ("Services");

WHEREAS, the LEA is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584", currently found in Education Code section 49073.1), the California Education Code, the Children's Online Privacy and Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

WHEREAS, Education Code Section 49073.1 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency and a third-party service provider must include certain terms; and

WHEREAS, the LEA and the Service Provider desire to have the Technology Services Agreement and the services comply with Education Code Section 49073.1.;

NOW, THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. Service Provider shall not use any information in a Pupil Record for any purpose other than those required or specifically permitted by the Technology Services Agreement. For the purposes of this Addendum, a "Pupil Record" or Pupil Records" include any information directly related to a pupil that is maintained by the LEA or acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other LEA employees. Pupil Records does not include de-identified information (information that, on its own or in aggregate, cannot be used to identify an individual pupil) used by the third party (1) to improve educational products for adaptive learning purposes and for customized pupil learning; (2) to demonstrate the effectiveness of the operator's products in the marketing of those products; or (3) for the development and improvement of educational sites, services, or applications.

2. All Pupil Records obtained by Service Provider from LEA continue to be the property of and under control of the LEA. The LEA retains exclusive control over student and staff data, including determining who may access data and how it may be used for legitimate authorized purposes.
3. Service Provider shall provide a means by which its employees, when so authorized, can search and export Pupil Records through reasonable procedures such that the LEA can respond to a parent, legal guardian or eligible student who seeks to review personally identifiable information on the pupil's records or correct erroneous information. Service Provider shall provide procedures for the transfer of pupil-generated content to an account, format or medium designated by the LEA.
4. Service Provider may not distribute Pupil Records to any third party without LEA's express written consent or as permitted by the Agreement, unless required by law. Unless permitted by the Agreement, use of subcontractors and subcontractor access to Pupil Records must be approved in writing by the LEA. Service Provider will ensure that approved subcontractors adhere to all provisions of the Technical Services Agreement and this Addendum. Provider ensures that any subcontractor or subprocessor that it engages to process, store or access Pupil Records has adequate technical security and organizational measures in place to keep Pupil Records secure and to comply with the terms of the Technical Services Agreement and this Addendum.
5. Service Provider shall take actions to ensure the security and confidentiality of Pupil Records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of Pupil Records.
 - 5.1. Service Provider shall maintain all data obtained or generated pursuant to the Agreement in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to the Agreement except as necessary to fulfill the purpose of the original request. Service Provider shall warrant that security measures are in place to help protect against loss, misuse and alteration of the data under Service Provider's control. When the Service or data are accessed using a supported web browser, Secure Socket Layer ("SSL") or equivalent technology protects information, using both server authentication and data encryption to help ensure that data are safe, secure and available to only authorized users. Service Provider shall host content pursuant to the Service in a secure server environment that uses firewalls and other advanced technology to prevent interference or access from outside intruders. Where applicable, the Service will require unique account identifiers, usernames and passwords that must be entered each time a client or user signs on. Users at LEA will sign on with single sign on designated by LEA.
6. Notwithstanding section 6.1 below, Service Provider certifies that Pupil Records shall not be retained or available to the Service Provider or any such third party that the Service

Provider has contracted with for the purpose of providing the Service following the completion of the terms of the Technology Services Agreement. Service Provider shall destroy or return to the LEA all Pupil Records obtained pursuant to the Technology Services Agreement when such Pupil Records are no longer required for the Service, or within a reasonable period of time. Nothing in this Addendum authorizes the Service Provider to maintain personally identifiable data beyond the time period reasonably needed to complete the disposal of Pupil Records following the Service.

- 6.1. Service Provider may retain a specific pupil's records in the event that that pupil chooses to establish or maintain an account with the Service Provider for the purpose of storing pupil-generated content, either by retaining possession and control of their own pupil-generated content or by transferring pupil-generated content to a personal account.
7. Upon becoming aware of any unlawful or unauthorized access to Pupil Records stored on equipment used by Service Provider or in facilities used by Service Provider, Service Provider will take the following measures:
 - 7.1. Promptly notify the LEA of the suspected or actual incident. This typically will occur within 24 hours of confirmation of the incident;
 - 7.2. Promptly investigate the incident and provide LEA with detailed information regarding the incident, including the identity of affected Pupil Records and Users; and
 - 7.3. Assist the LEA in notifying affected users, affected parents, and legal guardians of the unauthorized access to Pupil Records and of commercially reasonable steps to mitigate the effects and to minimize any damage resulting from the incident. Service Provider shall be responsible for all costs associated with providing said notifications and the costs of commercially reasonable remedies in response to a data breach or unauthorized access to Pupil Records stored on equipment used by Service Provider or in facilities used by Service Provider. Service Provider shall have obtained a sufficient cyber-liability insurance policy that provides for a number of potential remedies, such as credit monitoring for affected parties, fraud coverage, crisis management communications coverage, business interruption coverage, and data restoration coverage, among others.
8. The terms and conditions of the Technology Services Agreement and any addenda are incorporated herein by reference. This Addendum shall govern the treatment of student records in order to comply with the privacy protections, including those found in FERPA and Education Code Section 49073.1. . In the event there is a conflict between the terms of this Addendum and the Technology Services Agreement or any other agreement or contract document(s) pertaining to the Technology Services Agreement,

the terms of this Addendum shall apply. Notwithstanding the above statement, all other provisions of the Technology Services Agreement shall remain unaffected.

9. The term of this Addendum shall expire on the termination date stated in the Technology Services Agreement or in any addenda to such Technology Services Agreement, whichever controls.
10. Neither LEA nor Service Provider may modify or amend the terms of this Addendum without mutual written consent.

IN WITNESS WHEREOF, parties execute this Addendum on the dates set forth below.

Gerardo Castillo
Chief Business Officer
Sacramento City Unified School Dist.

[Service Provider Representative]

[DATE]

[DATE]



P.O. Box 2001 • N. Billerica, MA 01862-0901
 Phone: 800-225-0248 • Fax: 800-366-1158
 Email: orders@cainc.com

Prepared For

Iris Taylor
 Sacramento City Unif Sch Dist
 5735 47th Ave
 Sacramento, CA 95824
 916-399-2058
 i-taylor@scusd.edu

Price Quote

Quote Date: 9/8/2016 • Valid for 30 Days
 Quote ID: 102005.6

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total (min: \$12.99)
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

CA Sales Representative

Lori Ogden
 916-397-1285
 logden@cainc.com
 Created by: LORI OGDEN
 Modified by: JOHN SIPE

Please submit this quote with your purchase order.

| Item # | Product Name | Qty | Retail Price | Unit Price | Total |
|-----------|---|-------|--------------|------------|-------------|
| RS13086.0 | i-Ready Diagnostic Math Per Student License 1 Year | 19673 | \$6.00 | \$4.80 | \$94,430.40 |
| RS13088.0 | i-Ready Diagnostic Reading Per Student License 1 Year | 19673 | \$6.00 | \$0.00 | \$0.00 |
| RS16937.0 | i-Ready Prof Dev Onsite Basic Package: New User Central Get Started & Leadership Best Practices + Site-Based Understanding Data | 21 | \$2,500.00 | \$0.00 | \$0.00 |
| RS16937.0 | i-Ready Prof Dev Onsite Basic Package: New User Central Get Started & Leadership Best Practices + Site-Based Understanding Data | 21 | \$2,500.00 | \$2,500.00 | \$52,500.00 |
| RS14634.0 | i-READY DATA PROVISIONING | 1 | \$0.00 | \$0.00 | \$0.00 |
| RS16921.0 | i-Ready Standards Mastery Math | 1 | \$0.00 | \$0.00 | \$0.00 |
| RS16922.0 | i-Ready Standards Mastery Reading | 1 | \$0.00 | \$0.00 | \$0.00 |
| | | | | | |
| | | | | | |
| | | | | | |

Special Notes

iReady Diagnostic Assessment pilot + PD at 42 sites.
 Please see Special Notes for i-Ready Standards Mastery.

| | |
|--|--------------|
| Merchandise Total | \$146,930.40 |
| Voucher/Credit | \$0.00 |
| Estimated Tax | \$4,462.50 |
| Estimated shipping to US 95824: | \$0.00 |
| Merchandise Savings | \$194,145.60 |
| Total | \$151,392.90 |



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1b

Meeting Date: October 6, 2016

Subject: Approve Personnel Transactions

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

Division: Human Resources and Employee Compensation

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:

1. Certificated Personnel Transactions Dated October 6, 2016
2. Classified Personnel Transactions Dated October 6, 2016

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

Attachment 1: CERTIFICATED 10/06/2016

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|----------------|------------|---------|-----------------------|---------------------------|-----------|-----------|---------------------------|
| EMPLOY | | | | | | | |
| FERRARA JONES | JULIE | B | Teacher Elementary S | HOLLYWOOD PARK ELEMENT | 9/1/2016 | 6/30/2017 | EMPLOY PRO1 .20 9/1/16 |
| BARKER | KELDA | 0 | Teacher High School | C. K. McClATCHY HIGH SCHO | 9/1/2016 | 6/30/2017 | EMPLOY PROB 0 9/1/16 |
| CORDIMA | NATLY | 0 | Teacher Elementary | MARK TWAIN ELEMENTARY S | 9/1/2016 | 6/30/2017 | EMPLOY PROB 0 9/1/16 |
| RUSSELL | KAYLA | O | Teacher K-8 | ALICE BIRNEY WALDORF | 9/1/2016 | 6/30/2017 | EMPLOY PROB 0 9/1/16 |
| STEELE | MAGGIE | 0 | Teacher Spec Ed | JOHN MORSE THERAPEUTIC | 9/1/2016 | 6/30/2017 | EMPLOY PROB 0 9/1/16 |
| STREED | STEPHEN | 0 | Teacher High School | C. K. McClATCHY HIGH SCHO | 9/1/2016 | 6/30/2017 | EMPLOY PROB 0 9/1/16 |
| AWAN | SARA | B | Teacher Elementary | PACIFIC ELEMENTARY SCHO | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| BARTZ | VIRGINIA | B | Teacher Elementary | JOHN CABRILLO ELEMENTAR' | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| FRYE | HEATHER | B | Teacher Elementary | O. W. ERLEWINE ELEMENTAR | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| GUERRERO | ALEXANDRA | B | Teacher Elementary | JOHN BIDWELL ELEMENTARY | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| MEEKS | AYANA | B | Counselor Middle Schc | SAM BRANNAN MIDDLE SCHO | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| STEVENS-MARTIN | AMARIAH | B | Teacher Middle School | CALIFORNIA MIDDLE SCHOOL | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| MEEKS | AYANA | B | Counselor High School | THE MET | 9/1/2016 | 6/30/2017 | EMPLOY PROB 1 9/1/16 |
| JONES | RHONDA | B | Teacher Resource | JOHN BIDWELL ELEMENTARY | 9/1/2016 | 6/30/2017 | EMPLOY PROB1/STCHG 9/1/16 |
| NOVELLI | ALBERT | B | Teacher ROTC | C. K. McClATCHY HIGH SCHO | 7/1/2016 | 6/30/2017 | EMPLOY PROB 1 7/1/16 |
| BARTHOLOMEW | KIMBERLY | 0 | Teacher Elementary | PETER BURNETT ELEMENTAF | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| CATANZARITE | MARY | 0 | Teacher Middle Schoo | FERN BACON MIDDLE SCHOO | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| DWYER | BRYAN | 0 | Teacher Elementary S | FATHER K.B. KENNY | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| GOWER | LESLEY | 0 | Teacher High School | HIRAM W. JOHNSON HIGH SC | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| JACKSON | DIAMONIQUE | 0 | Teacher K-8 | FATHER K.B. KENNY | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| KOIDA | LEIGH | 0 | Teacher Elementary | CAROLINE WENZEL ELEMENT | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| LAVALLEE | JOSEPH | 0 | Teacher K-8 | FATHER K.B. KENNY | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| LAWRENCE | WILLIAM | 0 | Teacher Spec Ed | ROSEMONT HIGH SCHOOL | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| LAZZAROTTO | CAROL | 0 | Teacher Elementary | ETHEL PHILLIPS ELEMENTAR' | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| OLMSTED | CHRISTINE | 0 | Teacher K-8 | ALICE BIRNEY WALDORF | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| PEREZ | CHRISTOPHE | 0 | Teacher Spec Ed | LEONARDO da VINCI ELEMEN' | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| SANDOVAL | FERNANDO | 0 | Teacher High School | ROSEMONT HIGH SCHOOL | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| SHINTAKU | VANESSA | 0 | Teacher Spec Ed | JOHN F. KENNEDY HIGH SCH | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| SNYDER | JENNIFER | 0 | Teacher K-8 | ALICE BIRNEY WALDORF | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| VILLARMAN | JULIO | 0 | Teacher Resource Spe | FERN BACON MIDDLE SCHOO | 9/1/2016 | 6/30/2017 | EMPLOY PROB0 9/1/16 |
| CROSS III | ROBERT | 0 | Teacher Elementary | PETER BURNETT ELEMENTAF | 9/12/2016 | 6/30/2017 | EMPLOY PROB0 9/12/16 |
| STOKES | BRANDON | 0 | Teacher Middle Schoo | FERN BACON MIDDLE SCHOO | 9/2/2016 | 6/30/2017 | EMPLOY PROB0 9/2/16 |
| COPPA | RICHARD | 0 | Teacher K-8 | JOHN H. STILL - K-8 | 9/7/2016 | 6/30/2017 | EMPLOY PROB0 9/7/16 |
| SMILEY | LISA | 0 | Teacher Spec Ed | ROSA PARKS MIDDLE SCHOO | 9/7/2016 | 6/30/2017 | EMPLOY PROB0 9/7/16 |

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|---------------|-----------|---------|-----------------------|---------------------------|-----------|-----------|--------------------------|
| RAHARDJA | MAGDA | 0 | Teacher High School | WEST CAMPUS | 9/8/2016 | 6/30/2017 | EMPLOY PROB0 9/8/16 |
| FERRARA JONES | JULIE | B | Teacher Elementary S | LEONARDO da VINCI ELEMEN | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 .20 9/1/16 |
| WILLIAMS | DANA | B | School Social Worker | THE MET | 8/25/2016 | 6/30/2017 | EMPLOY PROB1 .30 8/25/16 |
| WILLIAMS | DANA | B | School Social Worker | JOHN MORSE THERAPEUTIC | 8/25/2016 | 6/30/2017 | EMPLOY PROB1 .50 8/25/16 |
| ADAMS | DEBRA | B | Teacher Elementary | TAHOE ELEMENTARY SCHOO | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| BORREGO | ADAM | B | Teacher K-8 | ROSA PARKS MIDDLE SCHOO | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| BOWIE | HEIDI | B | Teacher Elementary | A. M. WINN ELEMENTARY SCH | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| BRADLEY | ERICA | B | Teacher K-8 | FATHER K.B. KENNY | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| BUTZ | KAITLYN | B | Teacher High School | ENGINEERING AND SCIENCES | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| CONNOLLY | THOMAS | B | Teacher High School | HIRAM W. JOHNSON HIGH SC | 9/6/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| DOBRINSKI | JENNIFER | B | Counselor Middle Schc | CALIFORNIA MIDDLE SCHOOL | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| GARDELLA | LAURA | B | Teacher Elementary | JOHN BIDWELL ELEMENTARY | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| HANLY | CECILIA | B | Teacher Spec Ed | PETER BURNETT ELEMENTAF | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| KATO | MANABU | B | Teacher Elementary | ELDER CREEK ELEMENTARY : | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| KEATS | CRISTINA | B | Teacher Elementary | ETHEL I. BAKER ELEMENTARY | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| NGAEMPHOME | VA | B | Counselor High School | HIRAM W. JOHNSON HIGH SC | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| SINGAL | SUDESH | B | Teacher Elementary S | PETER BURNETT ELEMENTAF | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| WARD | MEGAN | B | Teacher K-8 | JOHN H. STILL - K-8 | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| WILLIAMS | MARY | B | Teacher Elementary | DAVID LUBIN ELEMENTARY S | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| YORIZANE | ANDREA | B | Counselor Middle Schc | SUTTER MIDDLE SCHOOL | 9/6/2016 | 6/30/2017 | EMPLOY PROB1 9/6/16 |
| BROWN | ALYSSA | B | Teacher Elementary | WASHINGTON ELEMENTARY : | 9/9/2016 | 6/30/2017 | EMPLOY PROB1 9/9/16 |
| LEON | ELISE | B | Teacher Elementary | HOLLYWOOD PARK ELEMENT | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| KLEMENHAGEN | LEAH | A | Counselor Middle Schc | ALBERT EINSTEIN MIDDLE SC | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |
| KLEMENHAGEN | LEAH | B | Counselor High School | ENGINEERING AND SCIENCES | 9/1/2016 | 6/30/2017 | EMPLOY PROB1 9/1/16 |

LEAVES

| | | | | | | | |
|-------------|---------|---|---------------------|---------------------------|-----------|-----------|----------------------------|
| DAVIS | MICHAEL | 0 | Teacher Spec Ed | C. K. McCLATCHY HIGH SCHO | 7/1/2016 | 6/30/2017 | LOA EXT UNPD ADMIN 7/1/16 |
| STANCHFIELD | KAREN | B | School Psychologist | SPECIAL EDUCATION DEPART | 7/1/2016 | 8/28/2016 | LOA EXT UNPD AD7/1-8/28/16 |
| MCWHORTER | HASAN | A | Teacher High School | THE MET | 9/1/2016 | 1/27/2017 | LOA PD UB 9/1/16-1/27/17 |
| STANCHFIELD | KAREN | B | School Psychologist | SPECIAL EDUCATION DEPART | 8/29/2016 | 6/30/2017 | LOA RTN 8/29/16 |

RE-ASSIGN/STATUS CHANGE

| | | | | | | | |
|--------------|---------|---|---------------------|---------------------------|----------|-----------|-----------------------|
| LEMAY | LYSETTE | A | Training Specialist | FAMILY/COMMUNITY ENGAGE | 9/1/2016 | 6/30/2017 | REA/STCHG PERM LTA/TR |
| AUCHTERLONIE | SUZANNE | A | Lead School Nurse | HEALTH SERVICES | 7/1/2016 | 6/30/2017 | STCHG 7/1/16 |
| BAKER | JERIS | A | Teacher High School | C. K. McCLATCHY HIGH SCHO | 7/1/2016 | 6/30/2017 | STCHG TO PERM 7/1/16 |
| RODRIGUEZ | ARTURO | C | Teacher High School | C. K. McCLATCHY HIGH SCHO | 7/1/2016 | 6/30/2017 | STCHG TO PROB 2 |

RESIGN/RETIRE

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|----------|-----------|---------|----------------------|-------------------------|----------|-----------|-------------------|
| VANG | TIM | B | Teacher Elementary | PACIFIC ELEMENTARY SCHO | 9/3/2015 | 6/30/2016 | RESIGNED 6/17/16 |
| PEYTON | BARBARA | A | Teacher Elementary | CAROLINE WENZEL ELEMENT | 7/1/2016 | 8/5/2016 | SEP/RESIGN 8/5/16 |
| RAMIREZ | MARYHELEN | 0 | Teacher Resource Spe | FERN BACON MIDDLE SCHOO | 7/1/2016 | 8/5/2016 | SEP/RESIGN 8/5/16 |

Attachment 2: CLASSIFIED 10/06/2016

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|--------------------------------|-----------|---------|-------------------------|---------------------------|-----------|------------|---------------------------|
| EMPLOY | | | | | | | |
| LEVINGSTON | CATHERINE | B | Bus Driver | TRANSPORTATION SERVICES | 9/13/2016 | 6/30/2017 | EMPLOY .625 PROB1 9/13/16 |
| LEVINGSTON | TERRY | B | Bus Driver | TRANSPORTATION SERVICES | 9/13/2016 | 6/30/2017 | EMPLOY .625 PROB1 9/13/16 |
| SEMKIW | CYNTHIA | B | Office Tchncn II | WEST CAMPUS | 6/1/2016 | 6/30/2016 | EMPLOY PROB 1 6/1/16 |
| JORLEN | YAMILET | B | Teacher Asst Bil II/Con | JOHN CABRILLO ELEMENTAR' | 9/12/2016 | 6/30/2017 | EMPLOY PROB 1 9/12/16 |
| INGRAM | SETH | B | Automotive Service Att | TRANSPORTATION SERVICES | 9/7/2016 | 6/30/2017 | EMPLOY PROB 1 9/7/16 |
| THOMAS | CAPRICCIA | B | Clerk II | MARK TWAIN ELEMENTARY S | 8/29/2016 | 6/30/2017 | EMPLOY PROB1 8/29/16 |
| SCRUGGS | JAMES | B | Campus Monitor | AMERICAN LEGION HIGH SCH | 9/12/2016 | 6/30/2017 | EMPLOY PROB1 9/12/16 |
| CABADAS | GRISELDA | B | Fd Sv Asst I | NUTRITION SERVICES DEPAR | 9/13/2016 | 6/30/2017 | EMPLOY PROB1 9/13/16 |
| ORTIZ | DENISE | B | Bus Driver | TRANSPORTATION SERVICES | 9/13/2016 | 6/30/2017 | EMPLOY PROB1 9/13/16 |
| RE-ASSIGN/STATUS CHANGE | | | | | | | |
| BROWN | AUTUMN | B | Inst Aid Spec Ed | JOHN CABRILLO ELEMENTAR' | 9/1/2016 | 6/30/2017 | REA/TR FR SPEC ED 9/1/16 |
| MOUA | BOUN | B | Parent Advisor | JOHN BIDWELL ELEMENTARY | 9/9/2016 | 6/30/2017 | REA/TR/STCHG TO PROB 1 |
| MARTINEZ | ELIZABETH | B | Adult Edctn Testing Pr | NEW SKILLS & BUSINESS ED. | 7/11/2016 | 6/30/2017 | REA 7/11/16 |
| GARTON | WILLIAM | A | Bus Driver | TRANSPORTATION SERVICES | 7/1/2016 | 6/30/2017 | STCHG .6250 7/1/16 |
| BROADBENT | MISTY | B | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 9/30/2016 | STCHG .6875 8/30/16 |
| DUDLEY | DANNY | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .6875 8/30/16 |
| JIMENEZ | EMILY | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 4/30/2017 | STCHG .6875 8/30/16 |
| LEDESMA | JUAN | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 8/31/2016 | STCHG .6875 8/30/16 |
| LUTTRELL | TAMI | B | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 4/30/2017 | STCHG .6875 8/30/16 |
| ALVAREZ | COLLEEN | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| ALVAREZ | JOSE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 4/30/2017 | STCHG .75 8/30/16 |
| BARRON | MARIA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| CAKAU | ALIPATE | B | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 11/30/2016 | STCHG .75 8/30/16 |
| CRAWLEY | KELLYN | B | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 8/31/2016 | STCHG .75 8/30/16 |
| DALOIAN | PATSY | B | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 5/31/2017 | STCHG .75 8/30/16 |
| DELAROSA | DAVID | B | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| DELIZO | RONALD | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| DOE | DESIREE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 8/31/2016 | STCHG .75 8/30/16 |
| DOLLSON | MARLANA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| GALVEZ | JOSE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| GARCIA | MELIZA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 8/31/2016 | STCHG .75 8/30/16 |
| GARCIA | ROSALBA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|---------------|-----------|---------|-----------------------|--------------------------|-----------|------------|------------------------|
| GILL | MANJINDER | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| HERNANDEZ | JOSEPH | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| JACKSON | ROSE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| LE | TRUONG | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| LEWIS-ECKFORD | BRANDY | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 4/30/2017 | STCHG .75 8/30/16 |
| LUC | DAT | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| LUCAS | DAVID | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 8/30/16 |
| DAVIS | JOHNNIE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .75 9/1/16 |
| ARIZAGA | CLAUDIA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .8125 8/30/16 |
| DAM | HUNG | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .8125 8/30/16 |
| ARROYO | VICTORIA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG .875 8/30/16 |
| BUFORD | MAMIE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| CAIN | CLIFFORD | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| CALLOWAY | GIA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| CHANEY | DANTE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| COOPER | STONE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| DAVIS | GENEVA | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| FRAZIER | DENNIS | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| GONZALEZ | ESTHER | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| GONZALEZ | GLADYS | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| HANKINS | JASON | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| HAZEWOOD | WUNGAR | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| KATZ | MICHAEL | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| LA | DAVIS | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| LUEVANO | ANDRES | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 8/30/16 |
| IRVING | JOANNE | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 9/1/16 |
| BAN | CHRISTI | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG 1.0 PERM 8/30/16 |
| MASON | AUSTIN | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG FR .6250 8/30/16 |
| MARISCAL | RICARDO | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 8/31/2016 | STCHG FR 0.625 |
| MARISCAL | RICARDO | A | Bus Driver | TRANSPORTATION SERVICES | 9/1/2016 | 6/30/2017 | STCHG FR 0.625 8/30/16 |
| MARTIN | CEDRIC | A | Bus Driver | TRANSPORTATION SERVICES | 8/30/2016 | 6/30/2017 | STCHG FR 0.625 8/30/16 |
| HOLQUIN | SUZIE | B | Multi Site Supervisor | NUTRITION SERVICES DEPAR | 7/1/2016 | 11/30/2016 | STCHG TO CAL H 8/26/16 |

LEAVES

| | | | | | | | |
|----------|---------|---|-----------------------|--------------------------|----------|------------|----------------------------|
| PADILLA | JOSE | A | Laborer-Gardener/High | FACILITIES MAINTENANCE | 9/1/2016 | 9/30/2016 | LOA EXT PD ADMIN 9/1-30/16 |
| MONTANEZ | JOHN | A | Campus Monitor | AMERICAN LEGION HIGH SCH | 7/1/2016 | 11/30/2016 | LOA EXT PD TO 11/30/16 |
| MILTON | GREGORY | A | Inst Aid Spec Ed | HEALTH PROFESSIONS HIGH | 7/1/2016 | 9/15/2016 | LOA RTN PD ADMIN 7/1/16 |

RESIGN/RETIRE/TERMINATE

| NameLast | NameFirst | JobPerm | JobClass | PrimeSite | BegDate | EndDate | Comment |
|----------|-----------|---------|------------------|---------------------------|-----------|-----------|-----------------------|
| WILLIAMS | MARCUS | B | Custodian | JOHN F. KENNEDY HIGH SCHC | 7/1/2016 | 9/9/2016 | SEP/RESIGN 9/9/16 |
| KENYON | NINA | A | Fd Sv Asst I | NUTRITION SERVICES DEPAR | 7/1/2015 | 6/13/2016 | SEP/RESIGN HE 6/13/16 |
| BUTLER | SHANICE | B | Inst Aid Spec Ed | BRET HARTE ELEMENTARY SI | 7/1/2016 | 8/19/2016 | SEP/RESIGN 9/1/16 |
| MOORE | SHEMICA | B | Inst Aid Spec Ed | SAM BRANNAN MIDDLE SCHO | 12/1/2015 | 6/17/2016 | SEP/RESIGN OJ 6/17/16 |
| BAGGERLY | JAMIE | B | Fd Sv Asst I | NUTRITION SERVICES DEPAR | 7/1/2016 | 9/8/2016 | SEP/RESIGN 9/8/16 |
| THOMAS | SARA | A | Fd Sv Asst III | NUTRITION SERVICES DEPAR | 7/1/2016 | 9/30/2016 | SEP/RETIRE 9/30/16 |
| LAGER | YVETTE | A | Bus Driver | TRANSPORTATION SERVICES | 9/2/2015 | 6/16/2016 | SEP/TERM 6/16/16 |



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1c

Meeting Date: October 6, 2016

Subject: Approve Revision to Board Policy 1312.3: Uniform Complaint Procedures

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

Division: Legal Services; Human Resources

Recommendation: Approve updates to Board Policy 1312.3, Uniform Complaint Procedures.

Background/Rationale: Revisions are required to ensure continuing compliance with new laws, including authorizing the use of uniform complaint procedures to resolve complaints of noncompliance related to accommodations for lactating students (AB 302, 2015), educational rights of foster youth and homeless students (AB 379, 2015), assignment of students to courses without educational content for more than one week per semester or to courses they have previously completed (AB 1012, 2015), and physical education instructional minutes in elementary schools (AB 1391, 2015). Furthermore, reformatting of the Policy is needed to maintain consistency with CSBA model policy and ensure future updates are accurately implemented.

Financial Considerations: NA

Documents Attached:

1. Revised Board Policy 1312.3 – corrected copy
2. Revised Board Policy 1312.3 – final copy

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|---|
| <p><u>Estimated Time of Presentation:</u> N/A</p> <p><u>Submitted by:</u> Raoul Bozio, Legal Services Manager</p> <p><u>Approved by:</u> José L. Banda, Superintendent</p> |
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Sacramento City USD

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender,

gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and

knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

~~The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with applicable state and federal laws and~~

~~regulations and/or alleging discrimination, harassment, intimidation and/or bullying, and seek to resolve those complaints in accordance with the procedures set out in 5 CCR 4600-4687 and in accordance with the policies and procedures of the Board. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation, and/or bullying regarding or based on, actual or perceived characteristics such as, age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, disability, medical condition, veteran status, nationality, national origin, race or ethnicity, religion, religious creed, marital status, pregnancy, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or in any program or activity that receives or benefits from state financial assistance. (Government Code 11135; Education Code 200, 220; 5 CCR 4610)~~

~~Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, career technical education and training programs, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements. (5 CCR 4610)~~

~~Uniform complaint procedures shall also be used pursuant to Education Code 52075, when addressing complaints alleging that the district has not complied with the requirements of the Local Control Accountability Plans (LCAP), Education Code 52060 et seq., or 47606.5 and 47607.3.~~

~~A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of this article.~~

~~A complainant not satisfied with the decision of the district may appeal the decision to the Superintendent and shall receive a written appeal decision within 60 days of the Superintendent's receipt of the appeal.~~

~~If the district finds merit in a complaint, or the Superintendent finds merit in an appeal, the district shall provide a remedy to all affected students, parents/guardians.~~

~~Information regarding the requirements of this article shall be included in the annual notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622 or any successor regulation.~~

~~Uniform complaint procedures shall also be used when addressing complaints alleging violations pertaining to K-12 pupil fees where it is prohibited for a student who is enrolled in a K-12 public school to be required to pay a pupil fee for participation in a K-12 educational activity, as defined and/or specified in Assembly Bill 1575 (Education Code 49011-49013).~~

Student Fees

~~A student enrolled in a district K-12 school shall not be required to pay a pupil fee for participation in an educational activity.~~

~~All of the following requirements apply to the prohibition identified above:~~

- ~~1. All supplies, materials, and equipment needed to participate in educational activities shall be provided to students free of charge.~~
- ~~2. A fee waiver policy shall not make a pupil fee permissible.~~
- ~~3. The district shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that students may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.~~
- ~~4. The district shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student or a student's parents/guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a student because the student or the student's parents/guardians did not or will not provide money or donations of goods or services to the school district or school.~~

~~The district shall not be prohibited solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, schools, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.~~

~~This is declarative of existing law and shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.~~

~~A complaint of noncompliance with the requirements of this pupil fee law may be filed with the principal of a school under the Uniform Complaint Procedures set forth in Chapter 5.1 (5 CCR 4600) of Division 1.~~

~~A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements.~~

~~A student fee complaint shall be filed no later than one year from the date the alleged violation occurred. (5 CCR Â§ 4630(c)(2))~~

~~A complainant not satisfied with the decision of a district may appeal the decision to the California Department of Education and shall receive a written appeal decision within 60 days of the department's receipt of the appeal.~~

~~If the district finds merit in a complaint, or the California Department of Education finds merit in an appeal, the district shall provide a remedy to all affected students, parents/guardians that,~~

~~where applicable, includes reasonable efforts by the district to identify and ensure full reimbursement to all affected students, parents/guardians who paid a student fee within one year prior to the filing of the complaint, subject to procedures established through regulations adopted by the state board. (5 CCR Â§ 4600(u))~~

~~Information regarding the requirements of this pupil fee law shall be included in the annual notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622.~~

~~The district shall establish local policies and procedures to implement the provisions of this law. (Education Code 49011-49013)~~

~~The district shall have the primary responsibility to insure compliance with applicable state and federal laws and regulations. (5 CCR 4620)~~

~~The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation and/or bullying, and seek to resolve those complaints in accordance with the district's Uniform Complaint Procedures. (5 CCR 4610, 4620, and 4621)~~

~~The Board designates the following compliance officers to receive and investigate complaints and ensure district compliance with law:~~

~~Assistant Superintendent, Human Resource Services & Employee Compensation~~

~~5735 47th Avenue
Sacramento, CA 95824
Phone: (916) 643-9050
Fax: (916) 399-2016~~

~~Student-related:~~

~~Director, Student Hearing and Placement Department
5735 47th Avenue
Sacramento, CA 95824
Phone: (916) 643-9425
Fax: (916) 399-2029~~

~~The Assistant Superintendent, Human Resource & Employee Compensation Services shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.~~

~~The Assistant Superintendent, Human Resource & Employee Compensation Services shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions~~

~~under which a complaint may be taken directly to the California Department of Education. The Assistant Superintendent, Human Resource & Employee Compensation Services shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.~~

~~There will be annual dissemination of a written notice of the district's complaint procedures to students, employees, parents/guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)~~

~~Additionally, the district shall use uniform complaint procedures to address complaints regarding insufficiency of instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and/or teacher vacancy or misassignment issues as provided in AR 1312.4.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 0420.2—School Improvement Program)~~

~~(cf. 0430—Comprehensive Local Plan for Special Education)~~

~~(cf. 0450—Comprehensive Safety Plan)~~

~~(cf. 1312.1—Complaints Concerning District Employees)~~

~~(cf. 1312.2—Complaints Concerning Instructional Materials)~~

~~(cf. 1312.4—Williams Uniform Complaint Procedures)~~

~~(cf. 3553—Free and Reduced Price Meals)~~

~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~

~~(cf. 5141.4—Child Abuse Prevention and Reporting)~~

~~(cf. 5148—Child Care and Development)~~

~~(cf. 6159—Individualized Education Program)~~

~~(cf. 6171—Title I Programs)~~

~~(cf. 6174—Education for English Language Learners)~~

~~(cf. 6175—Migrant Education Program)~~

~~(cf. 6178—Vocational Education)~~

~~(cf. 6200—Adult Education)~~

~~The Board encourages the early, informal resolution of complaints at the site level whenever possible.~~

~~Upon receipt of a written complaint from an individual, public agency or organization, uniform complaint procedures shall be initiated. The Superintendent or designee shall distribute full information about these procedures.~~

~~Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstructions of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations. (5 CCR 4631)~~

~~Refusal by the district to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail to refuse or cooperate in the~~

~~investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)~~

~~The district complaint will be investigated and a written report will be issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.~~

~~Complainants will receive written acknowledgement identifying the person(s), employee(s), or agency positions(s), or unit(s) responsible for receiving complaints, investigating complaints and ensuring district compliance.—The written acknowledgement will also include a statement that ensures that such person(s), employee(s), position(s), or unit(s) responsible for compliance and/or investigation shall be knowledgeable about the laws/programs that he/she is assigned to investigate. (5 CCR 4621, 4631)~~

~~Complainants have the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. (5 CCR 4622)~~

~~Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. (5 CCR 4630)~~

~~The district will provide an opportunity for complainants and/or representatives to present evidence or information.~~

~~The report will contain the following elements:—(5 CCR 4631)~~

- ~~1.——The findings of fact based on the evidence gathered~~
- ~~2.——Conclusion of law~~
- ~~3.——Disposition of the complaint~~
- ~~4.——The rationale for such a disposition~~
- ~~5.——Corrective actions, if any are warranted~~
- ~~6.——Notice of the complainant's right to appeal the district's decision to the California Department of Education (CDE)~~
- ~~7.——Procedures to be followed for initiating an appeal to CDE~~

~~The district ensures that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation and/or bullying will remain confidential as appropriate.~~

~~The Board acknowledges and respects every individual's right to privacy. Discrimination, harassment, intimidation and/or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.—(5 CCR 4621)~~

~~The Board prohibits retaliation in any form for participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination, harassment, intimidation and/or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.~~

~~(cf. 4119.23/4219.23/4319.23—Unauthorized Release of Confidential/Privileged Information)~~

~~(cf. 5125—Student Records)~~

~~(cf. 9011—Disclosure of Confidential/Privileged Information)~~

~~The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate mediation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.~~

~~The complainant shall comply with the appeal requirements of 5 CCR 4632.~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
7301-7372 Title V rural and low-income school programs
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
6301-6577 Title I basic programs
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

revised: June 7, 2007

revised: October 6, 2011

revised: May 2, 2013

revised: June 19, 2014

revised: November 20, 2014

revised: October , 2016

Sacramento City USD

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender,

gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and

knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries
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48985 Notices in language other than English
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49060-49079 Student records
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52060-52077 Local control and accountability plan, especially
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
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UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

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Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

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California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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revised: June 19, 2014

revised: November 20, 2014

revised: October , 2016



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1d

Meeting Date: October 6, 2016

Subject: Approve CK McClatchy High School Field Trip to Attend a Debate
Tournament in Dallas, Texas, from October 14, 2016 to October 17, 2016

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

Division: Deputy Superintendent

Recommendation: Approve CK McClatchy High School Field Trip to Dallas, Texas,
from October 14 to October 17, 2016

Background/Rationale: On October 14 through October 17, 2016, students from
CK McClatchy High School will travel by plane to Dallas, Texas, to attend a debate
tournament. There will be two chaperones attending with four students.

Financial Considerations: There will be no cost to the district. Expenses will be paid
through parent contribution and fundraising.

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

Documents Attached:

1. Out of State Field Trip Documents

Estimated Time of Presentation: N/A

Submitted by: Lisa Allen, Interim Deputy Superintendent
Mary Hardin Young, Area Assistant Superintendent

Approved by: José L. Banda, Superintendent

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

Parent Permission Form required for each student field trip. See reference distribution section for details concerning each type of trip.
School Name CK McClatchy Date August 29, 2016

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

Field Trip Destination St. Marks School, Dallas, Tx

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

Route Fly from Sacramento to Dallas

Educational nature of field trip/excursion Debate Tournament

Depart Date 10/14/16 Time 10am am/pm Return Date 10/17/16 Time 8pm 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 CKM Debate Boosters Financial Assistance Available? yes no

Number of students participating: 4

Adult Supervisors/ Drivers: DRIVER DRIVER
1) Betsy Long yes no 2) _____ yes no
3) _____ yes no 4) _____ yes no

Teachers and Staff Attending:
1) Stephen Goldberg yes no 2) _____ yes no
3) _____ yes no 4) _____ yes no

Principal Approval [Signature] Date 8/29/16

Risk Management Approval (Unusual Activities) [Signature] Date 9/12/16

Segment Administrator Approval [Signature] Date 9/15/16

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 CK McClatchy Date 8/29/16
Teacher's Name Stephen Goldberg Room # _____ Telephone # (916) 712-07

Field Trip Destination St. Marks School, Dallas TX

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] 8/29/16
Principal Date

[Signature] 9/12/16
Risk Management Dept. Date

[Signature] 9/15/16
Segment Administrator Date

[Signature] 9/15/16
Superintendent Date

Board Approval Date



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1e

Meeting Date: October 6, 2016

Subject: Approve Board Policy No. 6152.1: Placement in Mathematics Courses
(2nd Reading)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: 10-6-16)
- Conference/Action
- Action
- Public Hearing

Division: Curriculum and Instruction

Recommendation: The Sacramento Board of Education is requested to approve Board Policy No. 6152.1. *Placement in Mathematics Courses*. The policy will provide guidance in ensuring appropriate placement of students in mathematics courses, particularly those courses that may impact their ability to take more advanced math courses required for admittance to colleges and universities and access to science, technology, engineering, and math (STEM) fields of study.

Background/Rationale: In October 2015, the state of California passed Senate Bill 359, the California Mathematics Placement Act of 2015, which requires governing boards of local educational agencies (LEAs) that serve grade 9 to adopt a fair, objective and transparent mathematics placement policy in a regularly scheduled public meeting.

Financial Considerations: NA

Documents Attached:

Executive Summary
Board Policy 6152.1

Estimated Time of Presentation: NA

Submitted by: Iris Taylor, Chief Academic Officer, Matt Turkie
Assistant Superintendent of Curriculum and Instruction

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

Placement in Mathematics Courses

October 6, 2016



I. Overview of Board Policy 6152.1: Placement in Mathematics Courses

SCUSD recognizes that student achievement in mathematics is a vital part of preparing students for college, career, and life. Mathematical competency and success in advanced mathematics courses is even more important for students wishing to pursue careers in science, technology, engineering, and math or STEM fields. Placement in mathematics courses during a student's middle school and early high school years is therefore critical as these placements can determine whether or not students take advanced math courses needed for admittance into postsecondary institutions such as the California State University (CSU) and University of California (UC) systems. Improper or misplacement in the sequence of mathematics courses can serve as a barrier. The most egregious examples of misplacement occur when students, and disproportionately students of color, are incorrectly placed or required to repeat math courses despite evidence that they are likely to be successful in the next level course.

Mathematics misplacement has far reaching consequences and can impact a student's confidence, ability to learn math concepts, high school experiences, and the college and career opportunities that are available to the student. Research indicates great disparity in the number of students of color who reach calculus by grade 12 compared to their white and Asian peers (Scott & Martin, 2012). All students, regardless of race, ethnicity, gender, or socio-economic status deserve an equal chance to take advanced mathematics courses. The shifts and more challenging expectations in Common Core Mathematics require that greater diligence be paid to how students are progressing in mathematics attainment and course enrollment to ensure that all students have access to high quality courses and programs, thus meeting the expectations of these standards.

A policy to ensure correct mathematics placement is therefore essential and serves as one measure to guarantee a fair process and chance of success for students. Additional measures include preparing teachers, counselors, and site leaders to provide advisement to students and parents on the importance of mathematics course enrollment and its impact on future college and career eligibility and opportunities. To address these requirements, SCUSD has drafted Board Policy 6152.1 *Placement in Mathematics Courses* to outline the processes for math placement decisions at the end of grade 6 and Integrated Math 1. Increasing students' access to more advanced mathematics by removing barriers such as misplacement is critical if we are to prepare students for college, career and life in an increasingly diverse and globally competitive economy.

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

Placement in Mathematics Courses

October 6, 2016



II. Driving Governance

In October 2015, the state of California passed Senate Bill 359, the California Mathematics Placement Act of 2015, which requires governing boards of local educational agencies (LEAs) that serve grade 9 to adopt a fair, objective and transparent mathematics placement policy in a regularly scheduled public meeting that does the following:

1. Systematically takes multiple objective academic measures of pupil performance into consideration. For purposes of this paragraph, “objective academic measures” means measures, such as statewide mathematics assessments, including interim and summative assessments authorized pursuant to Section 60640, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.
2. Includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual pupil progress.
3. Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on their performance on objective academic measures selected for inclusion in the policy pursuant to paragraph (1) are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The local educational agency shall report the aggregate results of this examination to the governing board or body of the local educational agency.
4. Offers clear and timely recourse for each pupil and his or her parent or legal guardian who questions the pupil’s placement.

The bill further outlines that governing boards of LEAs serving students who are transitioning between elementary and middle school may develop and implement a mathematics policy for those students, as applicable, that satisfies the same criteria outlined in numbers 1-4 above. Additional stipulations require that the LEA ensures that its mathematics placement policy is posted on its Internet Web site.

III. Budget

This policy does not have any new budget implications. Associated costs include the purchase of the district’s assessment system platform which serves as the on-line method for administering the Integrated Math 1 End of Course assessment as well as other district assessments. The mathematics program continues to be supported through the use of local

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

Placement in Mathematics Courses

October 6, 2016



funding and a grant from a philanthropic partner. The district incurs minimal costs to implement the California Mathematics Placement Act of 2015.

IV. Goals, Objectives and Measures

The district's goals for implementing the California Mathematics Placement Act of 2015 are two-fold: 1) to eliminate student misplacement in mathematics courses at key junctures in their secondary schooling and 2) to decrease the disparity in mathematics course taking between students of color and their white and Asian peers. In order to achieve these goals, SCUSD will closely monitor the results of placement decisions made at the end of grade 6 and as a result of the Integrated Math 1 End of Course Exam. Data will be analyzed at the end of each school year and disaggregated by race/ethnicity as well as socio-economic status and gender. Placement decisions will be reassessed for accuracy within the first month of school and will be reported to the Board annually. In 2016-17, the district will establish a baseline and specific metrics and targets for the two goals outlined above.

In addition to the two goals, the Academic Office will assess the quality, effectiveness, and fidelity of the implementation of the 6th grade and Integrated Math 1 placement tests by seeking feedback from students, teachers, and site leaders on an annual basis. These data will inform revisions to the process in accordance with Education Code and State Law.

V. Major Initiatives

The proposed Board Policy 6152.1 *Placement in Mathematics Courses* addresses mathematics course placement at two key junctures, placement in grade 7 based upon grade 6 performance and placement in Integrated Math 2 based upon performance in Integrated Math 1. Below we outline the mathematics course progression for secondary mathematics including points where students have the opportunity to accelerate. In addition, we detail the criteria for establishing mathematics placement at the secondary level.

Secondary Math Course Sequence

The California Common Core State Standards for Mathematics (CA CCSS-M) establishes clear, consistent guidelines for what every student should know and be able to do from kindergarten through 12th grade. The standards outline the knowledge, skills, and behavioral expectations that are necessary for students to be college and career ready upon high school graduation, with each grade-level's standards building upon the previous grade-level.

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

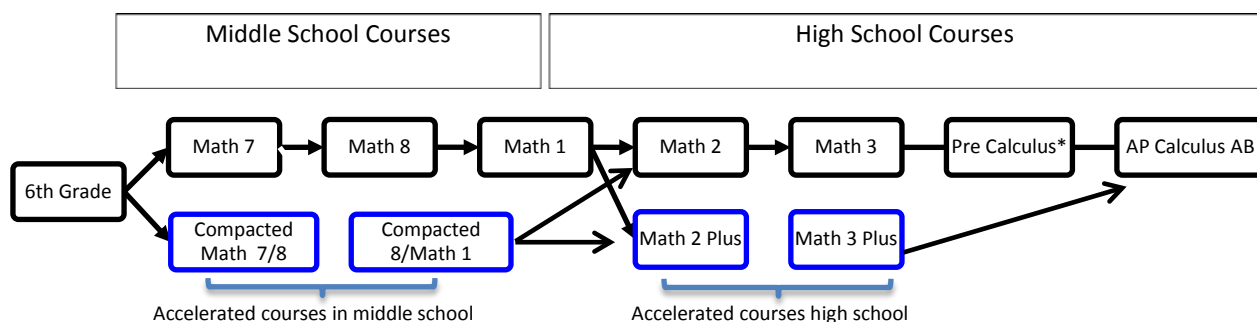
Placement in Mathematics Courses

October 6, 2016



Within the regular math courses progressing from kindergarten through high school, SCUSD has created two key “decision points” to determine math placement. These two decision points occur during transition points at the secondary level and students who are prepared and willing to advance through the mathematics standards at an accelerated rate have the opportunity to be placed in accelerated/advanced courses

The first decision point comes after 6th grade as students enter middle school and the second decision point comes after students have completed Integrated Math 1 (either in middle school or high school). For students who are seeking to complete AP Calculus in high school (e.g. students who are interested in entering a STEM major (science, technology, engineering, or math) in college, these decision points provide opportunities to do so. Below we outline the secondary math course progression and the key decision points:



All students in SCUSD have the opportunity to be placed in an accelerated/advanced mathematics course, at either or both decision points. District-wide placement criteria have been established for both decision points in order to determine the most appropriate placement for students

Criteria for Math Course Placement

The majority of students entering into 7th grade will place into a math 7 course. With the advent of the Math CCSS, Math 7 and Math 8 courses are more rigorous than their predecessors and are considered an appropriate placement for students at those grade levels. Similarly, most 9th grade students will place into Integrated Math 1. In order for students to be placed in the accelerated course pathway in grades 7 and for Integrated Math 2, the district will utilize multiple measures including the following:

- Performance in the previous course - performance in the previous course will be

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

Placement in Mathematics Courses

October 6, 2016



determined by report card grades or transcript evaluation

- Performance on a placement assessment - students will take the Mathematics Diagnostic Testing Project (MDTP) developed by UC Davis and district developed open ended assessment items to determine 7th grade math placement. Students will take the Integrated Math 1 End of Course Exam, a district developed assessment, to determine Integrated Math 2 placement.
- Recommendations – recommendations by teachers, students, and parents/guardians will also be utilized for placement. Recommendations are optional and can only be used to positively influence placement.

Screening for math placement will take place in the spring (April/May for 6th grade students and June for Integrated Math 1 students). Placement decisions will be reassessed in September to ensure proper placements and data will be analyzed and disaggregated by race/ethnicity, socioeconomic status, and gender. Although the district has identified key math placement decision points at grades 7 and Integrated Math 2, students seeking to accelerate can be assessed at any grade level. Decisions for acceleration outside of these key decision points will be made in accord with BP 5123 Promotion/Acceleration/Retention.

VI. Results

Once approved, the district will assess the impact of the policy as outlined in the Goals, Objectives and Measures section of this document, and will report results annually.

VII. Lessons Learned/Next Steps

Next steps include the following:

- Present the proposed mathematics policy in a second reading to the Board
- Once approved, draft administrative regulations for the policy to provide further guidance on policy implementation

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

Placement in Mathematics Courses

October 6, 2016



References

Scott, A., Martin, A. (2012). Dissecting the Data 2012: Examining STEM Opportunities and Outcomes for Underrepresented Students in California. Retrieved from http://www.lpfi.org/wp-content/uploads/2015/05/dissecting_the_data_2012_final.pdf

Board Policy

Placement In Mathematics Courses

BP 6152.1

Instruction

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

(cf. 6141.5 - Advanced Placement)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop consistent protocols for placing students in mathematics courses offered at district high schools. Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

When a student does not qualify to be enrolled in a higher level mathematics course based on a consideration of the objective measures specified in the placement protocols, he/she may nevertheless be admitted to the course based on the recommendation of a teacher, counselor or parent who has personal knowledge of the student's academic ability.

The placement protocols shall specify a time within the first month of the school year when students shall be reevaluated to ensure that they are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Within 15 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagrees with the placement of the

student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 15 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

(cf. 5123 - Promotion/Acceleration/Retention)

District staff shall implement the placement protocols uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

(cf. 4131 - Staff Development)

Prior to the beginning of each school year, the Superintendent or designee shall communicate the district's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators.

This policy and the district's mathematics placement protocols shall be posted on the district's web site. (Education Code 51224.7)

(cf. 1113 - District and School Web Sites)

Annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48070.5 Promotion and retention; required policy

51220 Areas of study, grades 7-12

51224.5 Completion of Algebra I or Mathematics I

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements
51284 Financial literacy
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Math Misplacement, Governance Brief, September 2015

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)

Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Common Core State Standards Initiative: <http://www.corestandards.org/math>

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR):

<http://www.lccr.com>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1f

Meeting Date: October 6, 2016

Subject: Approve Minutes of the September 1, 2016, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the September 1, 2016, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the September 1, 2016, Board of Education Regular Meeting

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, September 1, 2016

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2016/17-3

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:38 p.m. by President Pritchett, and roll was taken.

Members Present:

President Christina Pritchett
Vice President Hansen
Second Vice President Jessie Ryan
Gustavo Arroyo
Ellen Cochrane
Diana Rodriguez
Darrel Woo

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) 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

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

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

Members Present:

President Christina Pritchett

Vice President Jay Hansen

Second Vice President Jessie Ryan

Gustavo Arroyo

Ellen Cochrane

Diana Rodriguez

Darrel Woo

Student Member Natalie Rosas

Members Absent:

None

The Pledge of Allegiance was led by Student Board Member Natalie Rosas. Vice President Hansen then introduced Stellar Student Dominquez Tyler-Tate, a Sophomore at Arthur A. Benjamin Health Professions High School, and awarded him a Certificate of Achievement.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

None.

6.0 AGENDA ADOPTION

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

7.0 SPECIAL PRESENTATION

7.1 Presentation of Leadership Award from United Latinos to Superintendent José L. Banda (Arturo Aleman and Ronald Jimenez)

Mr. Aleman, President of United Latinos, introduced Chairman of their Student Development Committee Mr. Jimenez, Hortencia Morales, Lola Acosta, and Dr. Alicia Meza. He explained that the Leadership Award is being presented to Superintendent Banda for his commitment to the children of the District and to the community. He added that the award would not be possible without the leadership of the Board in choosing Superintendent Banda and through their continued support. Mr. Aleman stated that the Superintendent has been an ambassador of good will and the promotes the intention of the Board for our kids; he gave examples of this and said this is much appreciated. In addition, they have a focus and interest in getting kids more involved in the democratic process. They are pleased that Superintendent Banda reacted quickly to their request to place a resolution before the Board to have high school students register to vote. This month and until October 24th they will be stepping up efforts to have high school seniors register to vote so that they can vote for good local and national leadership as well as California Proposition 51. Mr. Aleman invited all to the Voter Education Forum on October 8th from 10:00 a.m. to 2:00 p.m. at the Veterans of Foreign Wars Post 67.

Superintendent Banda was then presented with the framed award.

Public Comment:

None.

Board Member Comments:

Superintendent Banda thanked United Latinos for reaching out to him and making him feel welcome since he arrived at the District. He appreciates their focus on students and civic involvement. He said it is a big honor for him to receive the award.

Member Rodriguez thanked United Latinos for honoring the Superintendent with this special award. She spoke of how important it is that children in the District see leadership that looks and speaks like them. She noted that she and Member Arroyo are not continuing on the Board after November and that the Superintendent and Student Member Rosas will be the only standing Latino representatives on the dais.

Member Woo agreed with Member Rodriguez and encouraged all to reach out to those below 18 years of age to register once they reach the age of 16.

8.0 PUBLIC COMMENT

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

Public Comment:

Delphine Brody understands that the District is in the final stages of a grant application process with the California Endowment to fund the District-wide position of Lesbian-Gay-Bisexual-Trans and Questioning Youth Advocate. She is concerned as the position is supported entirely by the private grant, is eliminated at the end of each school year, and to be renewed in the fall. She understands it has been delayed this year. She does not want there to be a gap in services to students. She asked the Board to fill the position as soon as it is funded and to also have other funding available for it.

Vice President Hansen thanked Ms. Brody and assured her that the Board has heard her concerns. He is certain that the Board and Superintendent are committed as well to this important role; the District is 100 percent committed to all of our students including LGBT students.

Grace Trujillo spoke about people working together, the first day of school and her sons' school experiences. She also spoke about the cost per student to attend private versus public school.

9.0 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.

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, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*
- 9.1b Approve Personnel Transactions (Cancy McArn)*
- 9.1c Approve 2016-17 Single Plans for Student Achievement for K-12 Schools (Dr. Al Rogers)*
- 9.1d Approve Alice Birney Public Waldorf K-8 School Field Trip to Ashland, Oregon, from September 6, 2016 – September 9, 2016 (Lisa Allen and Tu Carroz)*
- 9.1e Approve Resolution No. 2902: Resolution Regarding Board Stipends (Christina Pritchett)*
- 9.1f Approve Minutes of the August 4, 2016, Board of Education Meeting (José L. Banda)*

Vice President Hansen made a motion to pull Item 9.1a and move the rest of the Consent Agenda. Member Rodriguez seconded, and the motion passed unanimously.

Public Comment:

Elizabeth Guillen, of Public Advocates, said she is glad Item 9.1a was pulled. She articulated concerns she had heard from community members. The contract of concern is the one to pay 2.5 million dollars of general fund money to eight Sacramento police officers. They feel an addition of more police officers requires more public input and conversation.

Carl Pinkston, of the Black Parallel School Board, spoke about school resources officers (SRO). Their

understanding is that the role of the SRO will be expanded. They will be engaged in the work related to restorative justice, and this is a concern. Also, they will be able to do crisis management, which is also a concern. Their understanding was that over time funding for SROs would decline because of intervention work done by social workers, clinical psychologists, teachers, and principals using more restorative justice practices. They strongly suggest that the SROs reduce the role that they have. They would like community oversight over SROs in an effort to collect data on their performance. They would like the Item to be pulled and the contract reconsidered.

Angie Sutherland, a parent at Hollywood Park Elementary School, was on the LCAP committee during the year that a suggestion was made to reduce the SROs. She feels there should be a detailed Memorandum of Understanding (MOU) for the SROs. She suggested the Denver School District's example of such an MOU be used.

Superintendent Banda said he appreciates the comments made tonight and said we can gather information to address the concerns expressed regarding more detail and clarity about the role. Overall, he supports the agreement that we have with the SROs. The District is moving towards a more restorative approach to discipline; that is what our equity work is all about. However, we recognize that too often neighborhood issues can spill onto our campuses, and we have a responsibility to keep our kids and schools safe. The SRO model is important because it helps keep our kids safe while connecting the work we are doing in the culture and climate. He noted that our SROs, through training, have embraced restorative practices and that if they were not on campus, principals would call 911 when issues arise. In that case we would be working with whoever responds to the dispatch call rather than with an SRO who knows the student and has a relationship with the community. We would be moving in the wrong direction if this were our model because part of our vision is that we make sure we have kids in a safe and positive environment in which they can learn.

Second Vice President Ryan said she appreciates the Superintendent's comments and does not dispute the idea that we need a safe school environment. However, it is important to have a transparent process to accounting for expenditures. She would like to have a greater sense of having an integration with the SPARK plan and of our overall vision for equity and restorative justice in the District. Therefore she feels this merits a deeper conversation and more time to review the contract. She moved to hear Item 9.1a on September 15th for a vote.

Member Rodriguez spoke about her past experiences as a new Board member on the Contracts Committee that included discussions regarding SROs. The number of SROs were reduced at that time and their behavior changed on campus due to what was heard from the community, namely the Black Parallel School Board. She asked for softening of some contact language and gave an example from page 16. She supports the motion of Second Vice President Ryan, but expressed that police officers can be positive role models. Therefore, she would like to move Item 9.1a but with the exclusion of SA17-00142 which would then be brought back on September 15th.

Counsel Jerry Behrens said that the motion was made by Second Vice President Ryan, and so if she accepts the modifications, then that would be the motion before the Board.

Member Cochrane thanked Vice President Hansen for pulling Item 9.1a. She supports Second Vice President Ryan's analysis of the situation. When there are positive changes one needs to come back and look at supporting contracts and other support systems that help make schools healthy and safe. It is important that we sunshine this process and that data be collected so that it is available for the entire community. Regarding the presence of vehicles on campus, she frequently sees them parked right in front at Hiram Johnson High School. She has found in conversations with community that this is a reason people form opinions about certain high schools. She feels it is good to look at things with a fresh look.

Member Arroyo asked Superintendent Banda if delaying the contract would create any gaps in security services. The Superintendent said yes. Member Arroyo does not want to leave any gaps in security.

Nina Delgadillo, Office of Safe Schools Manager, said that there is a possibility that the police department will pull officers during this time. She said we are presently running without a contract. Until she calls, she cannot say what the response is. Member Arroyo asked if they are currently working and getting paid but without a contract. Ms. Delgadillo said yes. They were expecting the contract to be approved tonight, and she is not sure what their response will be to having it delayed for a couple weeks.

Mr. Behrens suggested approving the contract retroactively from July 1, 2016, through September 15, 2016.

Member Arroyo suggested tabling the Item for a few minutes in order to compose proper language for the contracts so that they can move forward without leaving gaps in coverage for the schools.

Vice President Hansen appreciates hearing the comments from the community, and reminded all that this service is something the District has had for many years. He spoke about the long-time SRO at McClatchy High School who has a positive relationship with the students. He is attuned to exploring what the contracts says, but he is also leery of making any modification when, on page 12, it states that in modifying the contract both parties must sign an agreement to do so. Therefore he would like to pass the contract tonight and then form a committee of interested Board members and community to decide on modifications to bring to the City and police department. He would like to take care of matters such as this in a more timely manner in the future.

Member Woo pointed out that the officers will get paid as the contract is between the District and the City on behalf of the police department. He concurs with Vice President Hansen that we need to move forward on the contract; because the contract is a two year contract, we can still immediately convene a committee which includes members of the LCAP committee that would then go back to the City for modifications. In this way, we would not lose any coverage; the contract can be amended while it is in place while in the meantime the financial parts go forward and we keep in place what we have had in place all these years.

President Pritchett reminded the Board that this was in the LCAP and was approved in the budget that the Board passed. She spoke of the work the SROs do and the benefits of having them. She supports Vice President Hansen's recommendation.

Second Vice President Ryan asked if we are articulating in a manner clear to the Board and the public how this is integrated in our larger vision for equity in the District and to lift student achievement. She spoke of looking at the role of the SRO, how they are trained, language around restorative justice, and exclusion of core components in existing provisions of the contract. She feels we need to better understand integration with the SPARK program and the Equity office. She asked if it is possible to do an addendum that would create a task force advisory group comprised of external stakeholders.

Mr. Behrens answered yes, that a modification can be done by addendum or by modifying the contract itself. He noted that even though this is a two year contract, either party can give a 30 day notice to the other.

Second Vice President Ryan asked Ms. Delgadillo why we are so far behind the existing contract timeline. Ms. Delgadillo said she does not know. She spoke about current work her team has been doing with restorative justice.

President Pritchett asked Second Vice President Ryan if she is amending her motion.

Second Vice President Ryan said she is comfortable with passing the contract with an amendment that would create an advisory committee comprised of community and parent advisory committee members. She would like to bring back Ms. Delgadillo and her chief SRO to present on the integration of strategies with the Equity office and SPARK at either the September 15th or October 6th Board meeting.

Mr. Behrens said the second, Member Rodriguez, would have to concur on the amended motion.

Member Rodriguez spoke of the importance of language and said she is disappointed that the contract is just now coming to the Board. She would rather like to approve effective July 1st through the last day of October or November to be brought back at that time for Board approval.

Member Arroyo suggested tabling the Item.

Member Woo asked Mr. Behrens if he could offer a motion that if voted on and approved would supersede the original motion. Mr. Behrens said no, the first motion as seconded is before the Board. Therefore, unless Member Rodriguez withdraws her second, the Board has to vote on the first motion. If that passes or does not pass will determine if the Board can continue with another motion.

President Pritchett asked Member Rodriguez if she concurred with the amendment; Member Rodriguez responded she does not. Therefore the motion to pull and not approve the contract was still before the Board, as moved by Second Vice President Ryan and seconded by Member Rodriguez, and was put to the vote. The motion was defeated.

Vice President Hansen motioned that the Item (all of 9.1a) move with the understanding that a task force comprised of community, LCAP members, and Board members interested in participating be created by the Board President followed by a discussion with the City and officers' association. Member Arroyo seconded the motion which passed by five affirmation votes with Member Rodriguez voting no and Member Cochrane abstaining.

10.0 COMMUNICATIONS

10.1 Employee Organization Reports:

Information

- CSA – No report given.
- SCTA – SCTA President Nikki Milevsky reported on behalf of SCTA.
- SEIU – No report given.
- Teamsters – No report given.
- UPE – No report given.

10.2 District Parent Advisory Committees:

Information

- Community Advisory Committee – Angie Sutherland reported on behalf of CAC.
- District English Learner Advisory Committee – Ellen Cochrane reported on behalf of DELAC.

- *Gifted and Talented Education Advisory Committee – No report given.*
- *Indian Education Parent Committee – No report given.*

10.3 Superintendent's Report (José L. Banda)

Information

Superintendent Banda spoke about today's first day of school activities which included a "With Math I Can" kick off. He discussed the summer SPARK trainings. SPARK stands for Social-Emotional Learning; Positive Relationships; Analysis of Data; Restorative Practices; and Kindness. The Superintendent also thanked the Enrollment Center for their hard work. He reported that kiosks for online enrollment will be available next year.

10.4 President's Report (Christina Pritchett)

Information

President Pritchett spoke about an event at Rosemont High School at which Math teacher Daniel Crenshaw was honored. She thanked the Facilities Department for work done at Sequoia Elementary School. She also spoke about the need for the Board to look at the process of enrollment. She has concerns with delays that may make us lose students. She said perhaps enrollment needs to go back to school sites or the process split with the Enrollment Center. She made a formal request that the process be addressed.

10.5 Student Member Report (Natalie Rosas)

Information

Student Member Rosas gave an update on the Student Advisory Council (SAC). They have their regular weekly Executive Council meetings scheduled for Thursdays in September and then Wednesdays beginning in October. Youth Council meetings will continue to be held every third Thursday of the month. They have begun planning their goals and initiatives for the year. They will finalize food waste and dress code initiatives from last year and are in the process of developing a third initiative. The next Youth Council meeting will be on September 21st.

10.6 Information Sharing By Board Members

Information

Member Rodriguez spoke on Measure G and how meaningful it is for the District as it would provide more professional development for teachers and the arts. She then presented jointly with Member Woo on a National Association of Latino Elected and Appointed Officials (NALEO) conference that they attended recently.

Member Cochrane reported on action the Board has taken regarding gun control. The Board passed Resolution No. 2897 on June 28th; it was developed out of concern for the growing epidemic of gun violence. She spoke about the resolution and the Board's responsibility to protect students. She read the resolution. She is proud the Board supported this resolution. Member Cochrane then reported on the schools she visited today for the first day of school. Hiram Johnson High School will have the tennis courts resurfaced and the pool repaired soon. They have hired a person to bring back the band and music program.

Member Woo congratulated the Teachers of the Year; he went to Rosemont High School and Phoebe Hearst Elementary School today.

Second Vice President Ryan welcomed all back to school. She thanked the Board for adjourning in her Mother's honor at the last meeting and for the out-pouring of support from the community.

Vice President Hansen reported on the opening of Washington Elementary School. He welcomed all new teachers, which total 186 for this year. He said the District staff and recruitment was extraordinary. He also said he is sad to note that SCTA decided to file an unfair labor practice. He feels the tens of thousands of dollars required to address this is a waste as the funds could be spent on students. He asked rather that the leadership of SCTA work with the leadership of the Board in order to work out problems together. He reported on first day of school and is looking forward to a new year.

10.7 Board Committee Reports

Information

Member Hansen reported that the Facilities Committee has a meeting scheduled for September 13th at 12:00 p.m. at the Facilities Office.

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

11.1 Local Control and Accountability Plan (LCAP) Stakeholder Engagement 2016-17 Information (Dr. Al Rogers)

Chief Strategy Officer Dr. Rogers began the presentation which covered staff response to various recommendations received from the Board, as well as the Parent Advisory Committee members, on the process for the 2015-16 school year. They also reviewed the framework for the Board to establish the LCAP Parent Advisory Committees for the 2016-17 school year. They requested the Board's guidance on the timeline. He introduced LCAP/SPSA Coordinator Cathy Morrison. They also went over background, community voice on process, and continued parity between the Parent Advisory Committee and the English Learner Parent Advisory Committee.

Public Comment:

Elizabeth Guillen commended the LCAP coordinating team. She likes that things are starting earlier. She noted that the English Learner committee, however, is not a parallel process. She feels membership at that committee needs a boost, and she recommends each Board member to identify at least one person they can ask for a commitment to participate. She also spoke about a new state-wide college and career readiness block grant that will be available. She provided a flyer and encouraged the District to include it in the LCAP as one of the requirements is that it be aligned to the LCAP.

Carl Pinkston, of the Black Parallel School Board, said that they support the new and more aggressive timeline in terms of engaging parents and community. They will be very active in the process, especially regarding making sure that concerns raised in the last two years are not forgotten and also regarding supports and interventions. Lastly, Mr. Pinkston brought up the question of is this an advisory or working group. They felt there has been too much influence of staff and not enough of community.

Jason Weiner, a parent in the District and member of the LCAP committee, encourage the Board to remember that the Parent Advisory Committee and the English Language Parent Advisory Committee

are the only and main formal structures for parents and community to have input into the LCAP and any District activity. He reminded that the LCAP and LCFF were designed to have a lot more parent and community input than past processes and structures. He encouraged the Board to please think carefully and recruit heavily over the next month to ensure there is a good mix of people on the committee. He agrees there is a need for a mixture of experienced and new members. He also spoke about the college readiness block grant and urged the Board to include it in the LCAP.

Board Member Comments:

Member Arroyo thanked all stakeholders involved. He is happy to see the process starting earlier in the year as it opens space for parents to ask questions and get information. He spoke of the value in obtaining parent and community input.

Vice President Hansen is also happy with the earlier timeline. He recommended an addition of “community members” under committee demographics to the application. He also suggested adding a Board member, or rotate Board members, to the nine LCAP meetings. Information could then be brought back to the Board. He likes the idea of adding a question on the application that asks if the person would be willing to serve more than one year.

Member Rodriguez asked for the link to the application so that Board members can post on their Facebook accounts and e-mail out more easily. She likes Mr. Weiner’s comment about how much weight the LCAP body might have, as many of their recommendations did not make it to the LCAP. She suggests that 70 to 80 percent of their advice should go into the document. She noted a high percentage due to the fact that District staff is on the committee. She asked why there are no Latino groups on slide nine; she noted that 38 percent of District students are Latino.

Second Vice President Ryan thanked Dr. Rogers and Ms. Morrison for their hard work and for incorporating the feedback of the Board and community. She appreciates their efforts to make the process better, more student centered, and more attractive to parents and families. She feels these efforts have been successful. She appreciates that they sent a letter to the Board of Education to talk about the rubrics and that they convened a small group of parents from the Parent Advisory Committee over the summer to talk about the process moving forward. She is also happy that the timeline has been moved up. She underscored the importance of staggered terms and multi-year commitments from LCAP members. She thanked community members and specifically Liz Guillen. She likes Ms. Guillen’s idea to challenge Board members to each identify an English Language Learner constituent who would be willing to be part of this process. She also spoke about the College Readiness Block Grant; it is one-time funding over three years and is additional dollars towards the types of supports we know help kids get into post-secondary education. Therefore she wants to ensure that we have the space for including this as part of the LCAP process moving forward. If there were an opportunity to have a separate meeting of the LCAP pact to discuss this, she would be happy to be a part of it, particularly through her role in the Campaign for College Opportunity.

Member Rodriguez said she would like to nominate Member Arroyo to the LCAP pact. He said he will consider it.

11.2 Adopt New Board Policy No. 3515.17: Firearms on School Grounds
(Nina Delgadillo and Raoul Bozio)

**Conference/First
Reading**

Legal Services Manager Raoul Bozio presented the new Board policy No.

3515.17. *He described the policy and explained that the Gun-Free School Zone Act was amended last year to specifically require that an individual who has a concealed weapons permit must request permission from the Superintendent prior to bringing the firearm onto school grounds. In view of public interest and safety issues, District administration has determined, after discussing internally, that our policy should state that our Superintendent will not consider any request to carry a concealed firearm pursuant to a permit on school grounds. The dangers of allowing an individual to bring a concealed weapon onto school grounds would generally outweigh any potential safety benefits that such practice might bring. There are some limited exceptions, such as law enforcement officers.*

Public Comment:

None.

Board Member Comments:

Second Vice President Ryan thanked Mr. Bozio and Ms. Delgadillo for bringing this policy before the Board. She appreciates that we are saying, outside of law enforcement, that we have zero tolerance for the ability to carry firearms on school grounds. This ensures that we have safe schools.

Member Woo also thanked Mr. Bozio and Ms. Delgadillo. He said there was a robust discussion on this in the Policy Committee. They came to the conclusion that for the health of the District and children that a complete ban, rather than creating an opportunity for exceptions, is the safest way to move forward. He urged that it be passed when it comes back before the Board.

Member Cochrane concurs with Second Vice President Ryan and Member Woo. She thanked Mr. Bozio and Ms. Delgadillo for making it crystal clear that we have zero tolerance and that the buck stops with the Superintendent. She shared an emergency lock-down she experienced just recently. She appreciates the small, symbolic step shown in this board policy.

Superintendent Banda also thanked Mr. Bozio and Ms. Delgadillo for their work on this policy. It sends a very clear message that firearms will not be tolerated on campus outside of those used by law enforcement.

*11.3 Approve Resolution No. 2900: Initial Charter Petition for Growth Public Schools
(Dr. Al Rogers, Jack Kraemer, and David Richards)*

Action

Innovative Schools Director Jack Kraemer began the presentation by introducing Chief Strategy Officer Dr. Al Rogers, lead petitioner David Richards, and outside legal counsel Ed Sklar of Lozano Smith. He then gave an overview of the proposed charter school, the charter review team, the driving governance for initial charter petitions, the criteria to deny an initial charter petition, and District staff findings and recommendation. Mr. Richards, founding principal and Chief Executive Officer of Growth Public Schools, spoke and presented the Board with printed materials. Present with him was their Board of Directors, Chief Financial Officer, Director of Operations, legal counsel and volunteers.

Public Comment:

Grace Trujillo spoke in favor of choice and therefore asked the Board to approve this initial charter petition.

Board Member Comments:

Member Rodriguez thanked Mr. Richards for reaching out to her and answering her questions, one of which was did anything change in the petition during the conversation with staff. In the interest of transparency, she asked Mr. Kraemer to answer that question now. Mr. Kraemer said yes, there was an amendment 1 submission by Growth Public Schools. It was submitted on August 19, 2016. In this amendment there is considerable information that the review team used in the final findings which resolved numerous issues. Member Rodriguez asked if this changed the content of the initial application or was it simply a clarification of the items. Mr. Kraemer said it did change the content of the petition in that what was in amendment 1 superseded the petition, and it also contained clarification. Member Rodriguez stated that we do not want our process to act in any way as a means for petitioners to come back and modify their application after the Board has reviewed it. She was not present at the last Board meeting and so was not aware that there was an amendment put forth that changed the content from the initial petition. Mr. Richards clarified that 99 percent was the same content just rewritten or re-explained in a document; one percent was inclusion of a professional development calendar and a couple of other items. Mr. Kraemer said most was a clarification and gave an example of a change in petition; there was a comment in the initial findings regarding the transitional kindergarten program, and in amendment 1 the petitioner stated they will not be entertaining a transitional kindergarten program during the initial years. Member Rodriguez asked Mr. Sklar to comment. He said the major concern in the prior petition review on the initial petition submitted was that there were some vagaries. Those vagaries were clarified with the submission of the amended petition. Member Rodriguez said that in the past we have had petitions submitted that had similar types of vague language which the Board denied because of that. She asked if this was equivalent to that type of vague language or, as Mr. Richards stated, it is more of a clarification. Mr. Sklar said he does not recall specifics in the past, but said that in prior petition reviews they have done, they have had certain findings made where there was a lack of a comprehensive description of the educational program. Along with this there was a finding that the educational program was unsound. In the review that was done of the original petition submitted by these petitioners, there was no proposed finding that they had an unsound educational program; it was strictly that there was a lack of a comprehensive description. Therefore, one can make a distinction, that there was no finding prior saying that the educational program was unsound, so it was filling in the vagaries. He said he cannot speak to whether or not the entirety of the substance was the same; the goal was to clarify.

Member Woo said he is satisfied with the recommendation of the review team that it has met the criteria. However, he referred to section 47601 of Education Code which articulates seven goals or intent that the Charter Schools Act is intended to meet. He always thinks of charters as incubators of innovation for our academically low achieving students. Subsection b of 47601 seeks as a goal to increase learning opportunities for all pupils with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. So in working with dependent and independent charters, we have approved charter petitions which really emphasize education for academically low achieving students. He was looking for this in the application. He will make a motion to adopt staff's recommendation, but he is concerned that if we do not focus more on criteria of seeking the goal of helping our academically low achieving students, we may create a precedence where charters come in and say they are going to help all students in the District. As a public school district we help all students, but charter schools have stepped up to fill the niche where the District has not done the best job. He encouraged charters to continue to do that. For future charters he will be looking closer at how the charter might be helping low academically achieving students. As the absence of this focus, however, is not a reason for denying the petition, Member Woo moved forward with a motion to adopt staff's recommendation to approve Resolution No. 2900 to approve the initial charter petition for Growth Public Schools.

Member Rodriguez thanked Member Woo for the information on Education Code regarding charters. She noted that she made a commitment as a Board member to not allow this process, that is, for corrective measures. There is a first reading with a thorough discussion and then a second time it comes forward. The process was intentionally cut down to two steps instead of three because too many petitioners were doing what is occurring now. Therefore she said she will stand by her commitment and staff's original findings. She is, however, a supporter of schools of innovation and will support their school and does believe in options.

Member Cochrane supports District staff and trusted staff the first time they came back with their support; she finds it curious that it was revisited. Although through a conversation with Mr. Richards she knows he is a man of education and wanting to help children, she believes in public education. She thanked Growth Public Schools for the petition, but she will be voting no.

President Pritchett thanked Mr. Kraemer for his work. As a parent, she believes in choice. She noted that if you read the original petition versus staff recommendation, there were many aspects of the petition versus the recommendation that did not blend for her. President Pritchett gave an example. She then seconded Member Woo's motion to approve the charter petition. A roll call vote was taken:

*Gustavo Arroyo – yes
Ellen Cochrane – no
Jay Hansen – yes
Christina Pritchett – yes
Diana Rodriguez – no
Jessie Ryan – yes
Darrel Woo – yes*

The Item passed with a vote of five to two.

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *September 15, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *October 6, 2016, 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

President Pritchett asked for a motion to adjourn the meeting; a motion was made by student member Natalie Rosas and seconded by Member Woo. The motion was passed unanimously, and the meeting adjourned at 9:49 p.m.

José L. Banda, Superintendent and Board Secretary

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1

Meeting Date: October 6, 2016

Subject: Governance Handbook

- 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 and adopt the Governance Handbook.

Background/Rationale: This handbook reflects the SCUSD governance team's effort to create a framework for effective governance that will help provide unity of purpose, roles and norms. It also outlines agreed upon protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that places the achievement and well-being of students above all else.

The governance handbook will be reviewed and adopted every January with the exception of this initial adoption. The next review and adoption will be January 2018.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Governance Handbook

| |
|--|
| <p>Estimated Time of Presentation: 5 minutes</p> <p>Submitted by: Nathaniel Browning, Special Assistant to the Board of Education</p> <p>Approved by: José L. Banda, Superintendent</p> |
|--|



Sacramento City Unified School District

Governance Handbook

Board of Education

Gustavo Arroyo
Ellen Cochrane
Jay Hansen
Christina Pritchett
Diana Rodriguez
Jessie Ryan
Darrel Woo

Superintendent

José Banda

EFFECTIVE GOVERNANCE

Unity of Purpose, Roles, Responsibilities, Norms and Protocols

This handbook was developed as a project to improve our Board of Education unity and to strengthen our leadership. It defines who we are and how we operate as a group.

Annually the team reviews and updates this Governance Handbook.

Approved: _____

Table of Contents

| | |
|---|-----------|
| <i>Unity of Purpose</i> | 1 |
| District Vision, Values and Goals | 1 |
| <i>Roles and Responsibilities</i> | 2 |
| <i>Board Beliefs and Values</i> | 4 |
| <i>Meeting Norms</i> | 5 |
| <i>Governance Protocols</i> | 6 |
| Unified Board | 6 |
| Managing Difficult Topics | 6 |
| Handling Concerns and Complaints from the Public and Staff | 7 |
| Meeting Operations | 7 |
| Spokesperson for the Board/Communications with the Media | 8 |
| District Planning | 8 |
| Staff Reports | 8 |
| Review of Board Bylaws, Brown Act, Annual Governance Calendar, etc. | 9 |
| Orientation of New Members | 9 |
| <i>Communication Protocols</i> | 10 |
| Board-to-Staff Communications | 10 |
| Individual Board Member Requests for Action | 11 |
| Staff-to-Board Communications | 11 |
| Board Member-to-The Board Communications | 12 |
| Superintendent-to-the Board Communications | 12 |
| Emergency, Crisis and Hot Topic Issues Communications | 13 |
| <i>Signature Page</i> | 14 |

UNITY OF PURPOSE

Mission

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

Vision

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

Values

- **Equity:** All students will receive instruction and intervention supports where needed to be successful and to reduce educational and opportunity gaps in our community.
- **Achievement:** Students will be provided with a relevant, rigorous and well-rounded curriculum, with the expectation that all will be well prepared for a career and post-secondary education.
- **Integrity:** Communication and interaction among and between students, parents, staff and community partners is defined by mutual respect, trust and support.
- **Accountability:** Commitment to transparency and ongoing review of data will create a culture focused on results and continuous improvement in a fiscally sustainable manner.
- **Efficiency:** Systems and resources are managed effectively and prioritized to meet goals and expectations.

Goals

The goals of Sacramento City Unified School District:

- **College, Career and Life Ready Graduates:** Challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career and a fulfilling life, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstances.
- **Safe, Emotional Healthy and Engaged Students:** Provide supports and opportunities to ensure that every student succeeds, with safe school environments that foster student engagement, promote daily attendance, and remove barriers to learning.
- **Family and Community Empowerment:** Commit to a welcoming school environment for our community; recognize and align district partnerships; and provide tools and family empowerment opportunities that are linked to supporting student academic achievement and social emotional competencies in order for families to be equal and active partners in their child's educational success.
- **Operational Excellence:** Be a service-focused organization. We will consistently serve students, families, staff and community with efficient programs, practices, policies and procedures at every point of contact across the district.

ROLES AND RESPONSIBILITIES

Members of the Board of Education are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The Superintendent is hired by the Board of Education to provide the professional expertise in the day-to-day management of the district. The role of the Superintendent is:

1. To work with the Board of Education to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.

The Board of Education:

Sets the direction for the community's schools by:

- Focusing on student learning.
- Assessing district needs.
- Generating, reviewing and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring that these documents are the driving force for all district efforts.

Establishes an effective and efficient structure pertaining to:

- District direction
- Student learning and achievement
- Superintendent employment
- Policy
- Finance
- Facilities
- Collective bargaining agreements
- Judicial review
- Community relations and advocacy

Provides support through our behavior and actions by:

- Articulating the district's beliefs, vision and goals
- Acting with a professional demeanor that models the district's beliefs and vision
- Making data-driven decisions and providing resources that support mutually agreed upon priorities and goals as outlined by the Strategic Plan
- Upholding Board approved bylaws, district policies, and protocols
- Ensuring a positive personnel climate exists
- Being knowledgeable about district efforts and able to explain them to the public

Ensures accountability to the Public by:

- Monitoring student achievement and program effectiveness and requiring program changes as indicated
- Evaluating the Superintendent
- Monitoring, reviewing and revising policies

ROLES AND RESPONSIBILITIES

- Serving as a judicial and appeals body
- Monitoring and adjusting district finances
- Monitoring the collective bargaining process

Acts as community leaders by:

- Speaking with a common voice about district priorities, goals and issues
- Advocating for children, district programs and public education to the general public, community, and local, state and national leaders
- Engaging and involving the community in district schools and activities
- Communicating clear information about policies, programs and fiscal conditions of the district
- Educating the community and the media about issues facing the district and public education

BOARD BELIEFS AND VALUES

Board Beliefs

Learning and education is the key to the future. It can help end the cycle of poverty and injustice, and open doors of opportunity for all students. Persistent achievement and opportunity gaps must be addressed in order to do so.

No one should fall through the cracks. Even helping one child makes our Board service worthwhile.

Education can help improve neighborhoods and communities. Through partnerships now, and by preparing a generation who will lead our communities tomorrow, we can improve the quality of life of everyone in our communities.

We can make a difference in the above areas through effective Board practices.

Board Values

Respect – Members commit to treating everyone with kindness, consideration and civility and being responsive to each other, the community and staff.

Partnership – Members commit to actively participating in the Board's work, and openly sharing their governance activity outside of meetings.

Integrity- Members commit to being open and honest with each other, and following through on commitments and promises.

BOARD MEETING NORMS

We will:

- Be on time for meetings
- Come to meetings prepared to participate
- Model expected behaviors
- Ensure that all members have the same information
- Acknowledge all opinions in a positive manner
- Practice open and honest communication
- Accept differences in experience, culture, and value priorities
- Give and receive constructive feedback civilly to all patrons and staff
- Allow others to speak without interruption
- Listen attentively
- Have no side conversations
- Stay focused on our goals and student achievement
- Go the extra mile to support each other in our work
- Maintain flexibility in difficult situations
- Work to continuously improve meeting efficiencies through data and feedback
- Keep Board Member comments and updates to no more than two minutes each

GOVERNANCE PROTOCOLS

The following processes guide the operation of the entire Board of Education and determine how we do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

Unified Board

Recognizing that leaders have different management styles and philosophies, differences of opinion are expected. When a controversy or split vote occurs on a significant issue, the Board of Education agrees to disagree out of respect for the other person and his/her right to that opinion. We also understand that majority rules.

Recognizing that district improvement requires change, the Board of Education team welcomes different opinions and ideas. However, the team also takes great effort to avoid lingering animosities which can result from different viewpoints.

The Board of Education actively solicits input and listens to all perspectives. The Board values diverse opinions among its Members and realizes that by respecting that diversity and seeking common ground it becomes a more effective Board.

The Board of Education recognizes that it represents all students and all facets of the community and, as such, it has an obligation to pursue different points of view with honesty and vigor. Each Board Member commits to hearing one another out, and by doing so Board Members model for students the honest and respectful expression of different points of view.

If a Board Member cannot support the decision of the entire Board of Education because it offends a moral/personal code, the Member is expected, at a minimum, to refrain from undermining the decision or directive.

The above commitment to either support or refrain from undermining majority decisions does not preclude the member from asking for consideration at a future time of a more acceptable alternative. However, the decision of the entire Board of Education should be considered final.

Managing Difficult Topics

Recognizing that the Board of Education has been elected to conduct challenging conversations in public, Members agree to discuss the issues in an atmosphere of mutual respect.

Debate should only occur between Board Members. The Board of Education will not respond to questions or statements made by members of the audience. However, the Board President or Committee Chair will respond to public comment during the meeting and only if warranted.

GOVERNANCE PROTOCOLS

We do not have different values. We have different value priorities. Rarely are there single-value problems. We seek the **best** rather than the right solution.

Handling Concerns and Complaints from the Public and Staff

When someone complains to us regarding policies or procedures; Members must be careful not to usurp the chain of command. If the complaint is heard during a meeting, we will direct the person or persons to the supervisor that oversees the school site or department implicated in the complaint against the district. We will inform them that a supervisor will connect them immediately following their public comment. Complaints emailed to us will be forwarded to the Superintendent and/or the Deputy Superintendent and then forwarded on to the correct individual overseeing the school site of concern.

We understand that as individuals we have no power to fix the problems. As representatives of the public, it is important that we invite the person with the complaint or concern to ultimately get back to us if the issue is not resolved. The Special Assistant to the Board of Education may become involved if the issue was not initially resolved.

However, with regard to the Board of Education's formal role in overseeing and approving work grievance procedures and discrimination appeals, Members will not listen or respond to complaints against personnel.

Board members will be knowledgeable of the complaint processes outlined in Board Policies 1312.1, 1312.2, 1312.3, 1312.4, and 4031 along with the accompanying administrative rules.

Meeting Operations – Using Meetings as Strategic Leadership Tools

Board Members agree that Board meetings are opportunities to strategically move the district forward and to communicate direction, district priorities and progress to the community.

It is the Board of Education's desire that meetings shall be formal enough for orderly procedures but informal enough to encourage discussion. Debate should only occur between Board Members. Members will not respond to questions or statements made by members of the audience. Only the Board President or Committee Chair will respond to public comment during the meeting, and only if warranted.

Board Members will generally refrain from taking a position on an agenda item or issue until all relevant information is presented. Every effort will be made to limit deliberations/activities to governance work and not administrative/staff work.

The Board of Education will annually meet with members of the administrative team to create the Board's Governance Calendar. At the conclusion of each regular meeting, the Superintendent will note upcoming information and decision points.

Spokesperson for the Board/ Communication with the Media

We believe it is essential that important information be communicated to the entire Board of Education, the staff and the community in as timely a fashion as possible. We recognize that some situations have legal or other considerations that may place restrictions on what may be told to the media or public. We also believe it is important that we speak with one voice in order to maintain the trust of our community.

The designated spokesperson will vary depending on the issue or situation:

- Crisis/Disaster: The Superintendent will be the primary spokesperson and may involve the Board President at the Superintendent's discretion.
- Meeting Information (e.g. Board meetings, agenda items, study sessions): The Board President and the Superintendent will serve as primary spokespersons.
- Core Values /Vision / District-wide Priorities / General District Information: All Board Members may serve as spokespersons utilizing developed and agreed upon key messages.

Any public statements regarding district activities or issues made by Board Members while attending community activities, events or organizations should uphold the agreed upon Board position and/or key messages.

The Board of Education also recognizes that Members are not obligated to answer questions outside of a Board Meeting and may refer to meeting minutes as the official record.

The Board of Education understands the importance of being visible and accessible to the public. Members will demonstrate their dedication and commitment to the entire Board of Education by clarifying their authority as one of seven in all Board of Education decisions and actions. No individual Board Member, other than the Board President, or designee, has the authority to speak for the entire Board of Education. Individual Board Members may always share their individual viewpoint but must clarify that they are speaking for themselves, rather than the entire Board of Education.

District Planning

The Board of Education will convene a community planning session to establish long-term district goals at least every 5 years. The Superintendent and the Board of Education will work together to establish Board goals/Superintendent goals annually.

Staff Reports

The Board of Education recognizes the commitment and expertise of staff and appreciates their effort in providing the Board of Education with accurate and timely information. To balance its time to address all the issues that must be dealt with, the Board of Education

GOVERNANCE PROTOCOLS

directs the Superintendent to give clear guidelines to staff regarding Board presentations. These include:

- Use executive summaries and
- Get to the point quickly.
- Avoid jargon or acronyms.
- Avoid reading slides or documents to the Board.

Staff should address these questions as appropriate:

- Using quantitative and qualitative data, how are all students impacted as well as individual subgroups?
- How is the recommendation consistent with the district mission, values, vision and priorities?
- What policies are related to the issue?
- How has the community been engaged in this process, if applicable?
- How have our bargaining partners been engaged in this process, if applicable?
- Are there research-based criteria the Board should know?
- What districts offer best practices in this area?
- What are the pros and cons of the recommendation?
- What is the impact on the budget?

Board Members shall treat all staff with respect and dignity during board reports as outlined by the the Board Beliefs and Values contained herein.

Use of District-Provided Email Accounts and Other Equipment

Board Members shall utilize district-provided email accounts, cell phones and resources for all district business. Doing so will help protect the district from hacking and fraud. It will also help secure personal Board Member information in the event of a public records act request where files may have to be collected and shared from cell phones and email accounts.

Review of Board Bylaws, Brown Act, and Other

The Board of Education will hold a special study session every January to review Board standards, agreements, and processes. The study session shall include a review and group reading of the Board Bylaws and Brown Act, and a review and adoption of the Governance Handbook and Governance Calendar. The study session shall also include Mandated Reporter, Sexual Harassment and Discrimination trainings.

Orientation of New Members

Board Members will begin serving following the oath of office. As soon as possible, the Board President will schedule an orientation session with the newly constituted Board Member(s). The orientation session will include but not be limited to:

- Review the Governance Handbook protocols and agreements.

GOVERNANCE PROTOCOLS

- Review of Board agenda process and procedures.
- Review of 9000 series of Board Policies.
- Review of the Brown Act and discussion of confidentiality.
- Review of CSBA Professional Governance Standards.
- Review of ACSA/CSBA Professional Standards and job description for the Superintendent. Review contract provisions and evaluation procedures.
- Discussion of pending litigation and critical issues.
- Review of the Strategic Plan, district departments, and district initiatives.
- Review and visit each school site within the Board Member trustee area in order to become acquainted with staff, climate and programs at each site.

COMMUNICATION PROTOCOLS

Individual Board Member Requests for Action

The only authority to direct action rests with the entire Board of Education when seated at a regular or special Board meeting. Outside of this setting, the Board has no authority. A majority vote of the entire Board of Education sets the direction.

Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action, and by working within a meeting to gain majority support.

It is important for each Board Member to remember that they represent the entire district at-large even though they are elected by trustee area. Board Member requests for action should take this in account.

Board-to-Staff Communications

As outlined in Board Bylaw 9200 - Limits of Board Authority, Board Members shall not exercise any administrative responsibility or command the services of any employee directly other than the Superintendent, Special Assistant to the Board of Education, and the Assistant to the Board of Education. The importance of this bylaw is to help the Superintendent track the work of their staff for reporting purposes, reducing the likelihood of multiple and competing demands on staff time, overall staff satisfaction and positive workplace climate, and to insure Board transparency.

Principle: To direct Board Member requests of staff time to the Superintendent, or designee, in order to streamline workflow, insure no duplications of work, improve workplace morale and satisfaction, and increase Board transparency.

1. Board Members shall not independently request work of staff on administrative functions pursuant to Board Bylaw 9200. Such requests shall be emailed to the Superintendent with the Deputy Superintendent and the Special Assistant to the Board of Education also copied on the email.
 - a. Those requests received before the close of business on Fridays and Tuesdays shall be compiled and shared with staff during the next scheduled Cabinet meeting.
 - b. The Superintendent shall supply the Executive Committee with a complete list of all Board Member requests for the two weeks prior to each Committee meeting and provide any reason why any specific requests cannot be made.
 - c. Any information sharing from staff to Board Members in relation to such requests will be shared through a formal Board Communication as outlined by the Staff-to-Board Protocol.

COMMUNICATION PROTOCOLS

2. Committee Members may request information directly from the lead staff member of that Committee so long as all Committee Members are attached to the email request and the corresponding answer is also shared with all of the Committee Members via email. Committee Members may not request information or action on any item that requires the entire Board of Education to weigh in on that given subject area or matter.
 - a. Committee Member requests will be forwarded to the Superintendent, Deputy Superintendent and Special Assistant to the Board of Education if the request requires more than 30 minutes of staff time in order to add it to the overall workflow of that staff person.
3. Board Members may share ideas and/or resources with staff so long as it does not require input or additional work from staff.
4. District staff is not expected to respond to direct requests or direction from individual Board Members.
 - a. Individual Board Members shall not expect phone, text or email replies directly from staff regarding any information inquires. Such sharing shall go through the appropriate channels that are outlined by the Staff-to-Board Protocol.

Staff-to-Board Communications

The School Board values open communication from the staff on areas of importance or interest to the district. Therefore a mechanism known as a Board Communications (BC) has been established to formally share vital or previously requested district or Board Member information.

Principle: To provide all Board Members with transparent and consistent information from staff on important updates pertaining to district work and initiatives, media notifications, information on school emergencies, answers to questions asked by Board Members, upcoming events relevant to all Board Members and talking points and/or information to support them in addressing relevant topics in the district. The intention of the Board Communications is to provide informative, concise and honest information about successes and challenges, and include—where appropriate—a recommended course of action.

1. All written communication with the Board of Education will use the same consistent format in the form of a Board Communications (BC) Memo.
 - a. Specific Board Committee staff is allowed to communicate with Board Members who reside on that Committee in so long as all Committee Board Members are attached to any and all reply emails or phone calls.
 - b. Board Committee requests requiring more than 30 minutes of staff time shall be directed to the Superintendent for workflow purposes and the corresponding information shall be shared with the entire Board of Education through a BC Memo.
2. BC Memos will be tracked and logged to ensure that all Board Members are receiving the same information and that the district is being responsive to requests for information.

COMMUNICATION PROTOCOLS

3. A Board Communications Memo will be marked confidential when/if it contains confidential information about a student, employee or other confidential matters.
4. BC Memos will be distributed every Friday, along with a cover sheet indexing the Memos. When appropriate, some BCs may be distributed throughout the week for timely matters such as a media alert or school emergency.
 - a. Staff will make every effort to include the requested information in the next BC Memo unless the request requires a substantial amount of research and/or the request is made too close in proximity to the next distributed BC Memo.

Board Member-to-The Board Communications

As outlined by the Ralph M. Brown Act, a majority of the Board of Education shall not, outside of a legally posted meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Board of Education.

Principle: To provide information from one Board Member to the entire Board of Education without violating the Brown Act.

1. Information may be shared from one Board Member to the entire Board of Education via email, but no single Member may reply to the author of that email or any other Members of the Board. The original author of the email shall state clearly at the beginning of the email that Members are not to reply.
2. Board Members may have a discussion—email or other—with no more than a total of three Members at a time.
 - a. No single Board Member may share or forward the information of such conversations with any other Board Member unless within a legally posted meeting. Such communications are considered a daisy chain and are not permitted by law.

Superintendent-to-The Board Communications

The Superintendent—being the Secretary of the Board—shall work in close partnership with the Board President—as well as the entire Board of Education—to keep all Members informed of the happenings of the district and to be responsive of Board Member requests.

Principle: To ensure information-sharing and responsiveness to Board Member requests as well as outline how the Superintendent shall request information from the entire Board of Education outside of regular meetings.

1. The Superintendent shall respond to all Board Member calls and emails within 24 business hours of receiving the communication in order to indicate the request has been received and/or handed off to another staff member.

COMMUNICATION PROTOCOLS

- a. The response communication shall outline the request that has been made and a proposed timeline for providing the Board Member(s) with the needed information through a Board Communication Memo as outline in the Staff-to-Board Communication Protocol.
2. The Superintendent shall first confer with the Board President before conferring with any other Board Member when requesting information; setting a date, time and location for a meeting of fewer than the majority of the entire Board of Education; and other related requests.
3. The Superintendent will inform the entire Board of Education of pertinent activities or recent hot issues that have taken place in the district. If it's likely to be in the newspaper, the entire Board of Education should know about it. The Superintendent will use Board Communications Memos to communicate routine matters to the entire Board of Education on a regular basis. Newly developed high-profile issues, including but not limited to, politically sensitive issues will be shared as soon as possible with each Member via text message with a follow up Board Communication Memo with more details.

Emergency and Crisis Communications

The Superintendent shall inform all Board Members of any emergency or crisis situations that are underway within the school district in order to keep all Members informed of the fragile situation.

Principle: To inform Board Member(s) of an emergency or crisis situation within the district at the earliest convenience of the Superintendent and staff in order to insure that Members are not caught off guard if approached by a community member.

1. During emergency/crisis situations at any district site, the Superintendent, or designee, will send out a brief text-message alert to the Board Member(s) informing them of the situation. The Board of Education recognizes that student and parent safety is the primary concern in such situations which may delay the response time to Board Members.
2. All Members will be informed of additional details regarding the crisis situation via a Board Communication after it has been resolved.

GOVERNANCE HANDBOOK SIGNITURE PAGE

We have reviewed and agree to abide by and institutionalize the aforementioned Board of Education standards and protocols in order to support a positive and productive working relationship among the Sacramento City Unified School District Board of Education, Superintendent, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this _____ day of _____, 2016

Gustavo Arroyo, Trustee

Diana Rodriguez, Trustee

Ellen Cochrane, Trustee

Jessie Ryan, Trustee

Jay Hansen, Trustee

Darrel Woo, Trustee

Christina Pritchett, Trustee

José Banda, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.2

Meeting Date: October 6, 2016

Subject: 2016 CAASPP Data Review

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

Division: Strategy and Innovation Office

Recommendation: Receive information on the 2016 CAASPP Data Review.

Background/Rationale: Students in grades 3-8 and 11 are administered state mandated assessments in English Language Arts (ELA) and Mathematics, as part of the California Assessment of Student Performance and Progress (CAASPP). These assessments, which measure students skills, knowledge, and performance on the Common Core State Standards (CCSS) are computer-adaptive and administered online. The CAASPP is not administered in all grades and results only provide one measure student performance. Therefore additional indicators of student performance and progress, which are aligned to our Strategic Plan and Local Control Accountability Plan (LCAP), will provide a more comprehensive overview of academic achievement.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates

Documents Attached:

1. Executive Summary

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| <p>Estimated Time of Presentation: 15 minutes</p> <p>Submitted by: Al Rogers, Chief Strategy Officer</p> <p>Approved by: José Banda, Superintendent</p> |
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I. Overview of the CAASPP Data Review

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS). In 2015, the CCSS-aligned Smarter Balanced (SBAC) assessments in English Language Arts and Mathematics were first administered as part of the California Assessment of Student Performance and Progress (CAASPP) to students in grades 3-8, and 11. With the completion of the second year of testing in 2016, this report includes a two-year comparison and the most recent results.

The SBAC assessments are computer-adaptive tests with items represented in multiple formats, including selected and open-ended response, which require students to explain and justify their thinking. The SBAC results inform parents and instructional staff of students' progress toward readiness for success in college, career, and life beyond graduation. The 2016 SBAC results serve as baseline data for the Board of Education's recently adopted 2016-2021 Strategic Plan.

The 2015-16 SBAC results indicate that our students are making progress in English Language Arts (ELA) and Mathematics (Math). In reviewing our ELA and Math performance relative to the County and State, we recognize that the percent of students who exceeded or met standards are not at the same levels. However, we are encouraged by our growth from 2015 to 2016, which mirrors the growth of the County. There were increases in the percent of student who exceeded or met standards in all grade levels for ELA and in most grade levels for Math. The achievement gap between All Students and African American and Hispanic students persisted from 2015 to 2016.

However, performance on SBAC is only one data point or indicator of our Balanced Accountability Framework for measuring our progress with preparing students to be college and career ready. Other indicators that will be reviewed include cohort graduation rate, A-G completion, Early Assessment of Progress, Advance Placement course taking and exam performance, and ACT and SAT performance.

II. Driving Governance

The 2016-2021 Strategic Plan Goal of College, Career and Life Ready Students requires that as a district we challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance. Our goal is for all schools to hold students to the highest academic expectations, which is also evident in Local Control Accountability Plan (LCAP) Goal one's focus of increasing the percent of students who are on



track to graduate college and career ready and the Local Educational Agency (LEA) plan which is designed to enable schools to substantially assist students to meet academic standards.

III. Budget

N/A

IV. Goals, Objectives and Measures

We are fully committed to using multiple measures to assess the quality and effectiveness of our actions and services to successfully accomplish our goals outlined in our Strategic Plan, LCAP, and LEA Plan.

V. Major Initiatives

SCUSD has instituted a multi-faceted approach to standards implementation and has identified five key levers for implementation and impacting student achievement. These levers are incorporated in the district's new Strategic Plan 2016-21, the LCAP and the LEA Plan and include a focus on: a) staff capacity building, b) instructional materials and pedagogy, c) assessment for learning, d) communications and stakeholder engagement, and e) technology infrastructure. Below we describe the major strategies and actions for each lever.

Staff Capacity Building

The district recognizes that capacity building is needed for a wide range of staff members in order for the implementation of CCSS and NGSS to have maximum impact on student achievement. Thus, staff capacity building has included professional learning for an array of staff members including administrators, teachers, instructional aides, and district staff.

Leadership Capacity Building

SCUSD's capacity building for principals has occurred primarily through the monthly principals' meeting structure. In the 2016-17 school year principals will bring a team of teachers to principal meetings three times a year and will focus on cross-disciplinary instructional strategies for engaging students in academic discourse and high quality tasks/texts/questions. The sessions will integrate technology, supports for students identified for Gifted and Talented Education (GATE) services, English Learners (EL), and students with disabilities (SWD). In addition, principals and assistant principals will meet in the remaining months to collaborate on supporting teachers with standards implementation and to engage in instructional rounds.



Teacher Capacity Building/Professional Learning

The Academic Office will continue to provide professional learning opportunities to support teachers with standards implementation. This includes professional learning sessions during the summer and school year and the work of the district's training specialists. SCUSD currently employs a cadre of math (10), ELA/ELD (9) and Science (2) training specialists. The training specialists provide coaching and feedback, conduct demonstration lessons, and work with teachers on lesson/unit and assessment planning. In addition, all teachers are provided the opportunity to collaborate with their colleagues during the early release day on Thursdays called Collaborative Time. This designated period affords teachers time to learn more about the standards, design lessons, examine student work, and address implications for teaching.

Mathematics

Throughout the 2015-16 school year, Math Training Specialists supported more than 600 teachers in shifting their instruction to use more cognitively-demanding tasks and have students engage in academic discourse. Utilizing feedback from teachers, the team designed and piloted an elementary Summer Math Institute for 40 teachers in collaboration with the Youth Development Department. Teachers worked with students in the Summer Quest program and were able to study and immediately apply their learning about math concepts, growth mindset, academic discourse, and using technology for learning mathematics. Technology used in the summer sessions have been awarded to three school sites where mathematics laboratories will be formed and supported by the district math training specialists. During the 2016-17 school year, teachers will continue to be supported by Math Training Specialists and may also opt-in to various professional learning opportunities facilitated either during weekly Collaborative Time or other agreed-upon days.

English Language Arts (ELA)

With training specialists support and use of the curriculum maps and supplemental materials and resources, teachers have been working on improving ELA instruction with a focus on writing instruction through genre study, academic discourse and the use of high quality texts, tasks and questions. This year, district ELA instructional support is expanding the work on Academic Discourse by adding a focus on writing about reading and foundational skills instructional practices. Over the past four years, the district has begun shifting to a Balanced Literacy approach to literacy instruction and more than 500 teachers in grades K-8 have attended the Beginning and Advanced Balanced Literacy Summer Institutes. In addition, The ELA/ELD training specialists continue to grow in capacity to provide support for teachers in the



summer and during the school year. Teachers continue to grow in their learning journey and have increased their capacity to implement the ELA CCSS.

Next Generation Science Standards (NGSS)

In 2013, California adopted the Next Generation Science Standards (NGSS) which will culminate with assessments in the 2018-19 school year. Similar to the CCSS, the NGSS call for shifts in teaching and learning to foster an equitable student centered classroom dedicated to rigorous learning. To this end, the Academic Office and Sacramento City Teachers Association partnered in the spring of 2015 to unify a vision for science instruction. The result was a district NGSS implementation plan centered around a mentor model for professional learning with the ultimate goal of preparing teachers for the NGSS. From that plan, a district team was formed consisting of a Science Coordinator, 2 training specialists and 9 science mentors. To date, 115 teachers have engaged in at least 6 hours of district level professional learning over the 2015-16 school year including a multi-day summer institute. In 2016-17, 32 schools will receive coaching support from district training specialists or site-based science mentors. In addition, the team will conduct a four-session professional learning series for interested teachers.

English Language Development (ELD)

The district has greatly increased its ELD professional learning opportunities for teachers and principals over the past few years. In 2015-16, the teachers and principals of two elementary schools, John Still and Ethel Phillips, participated in more than 40 hours of ELD professional learning that was based on the CA ELA/ELD Framework and funded by a federal i3 grant. This summer cohort two of the i3 grant began and included Bowling Green McCoy, Bowling Green Chacon, and Susan B. Anthony. Because this ELD professional learning model was popular with teachers and sparked change in practice in many classrooms, we used it to provide professional development to 220 more teachers over the summer. During the school year, ELA/ELD training specialists will support the teachers who have participated in the Institutes. Additionally, we will offer the ELD Institutes again during the school year.

Students with Disabilities

During the 2015-16 school year, the Special Education Department hosted a series of professional learning opportunities that focused on deeper learning in academic discourse and high quality tasks tailored specifically to teachers teaching special education as well as quality IEP development that focuses on standards and other areas of need for the students. This year, teachers will use collaborative time to interface with their general education grade level peers. In addition, the Department has convened a group of teachers to review, pilot and adopt a standards-aligned curriculum targeted to students with moderate to severe disabilities.

Social Emotional Learning (SEL)



The Academic Office and Equity Office are working collaboratively to integrate SEL and the CCSS/NGSS as a major strategy to close persistent opportunity gaps. The work has largely occurred within the context of establishing classroom rituals and routines that build SEL competencies and support learning in writers and readers workshop and when engaging in rigorous mathematical tasks. In addition, the district is focusing on building growth mindsets through both the SEL and CCSS/NGSS professional learning. Understanding the inner workings and impact of implicit bias is also a major component in the SEL professional learning and will impact teachers' interactions and engagement with students in a variety of settings.

Support Staff Capacity Building

The district recognizes the critical role of support staff and has intentionally designed professional learning sessions to build their capacity to assist in implementation of the CCSS. The Academic Office conducts a professional learning series for instructional aides which concentrate on specific strategies they can employ to assist students in meeting the demands of the CCSS. In addition, because students receive support with math in spaces outside of the regular school day, this year staff will work with the Expanded Learning team to provide after school providers with professional learning to support the growth of mathematical mindset in our students. Furthermore, the district has provided professional learning to the Volunteer Support Services from Sacramento Public Libraries. Staff have also conducted CCSS workshops and presentation for central office staff in various departments to build greater awareness of their role in CCSS implementation.

Instructional Materials and Pedagogy

To support teachers with standards implementation, the district has developed CCSS aligned curriculum maps for ELA and math. The curriculum maps specify supports for EL, SWDs, struggling students, as well as students identified for GATE services. They also include links to digital resources such as sample tasks, lessons/units, and videos of effective instruction. During the 2016-17 school year, the Academic Office will convene a team of science teachers to determine the science pathway and begin to develop science curriculum maps to align to the NGSS. To support math CCSS implementation, the district has adopted instructional materials for math (Grades K-Integrated Math 3) and selected supplemental materials for ELA (Grades K-12). This varied set of resources expands teachers' instructional tool kit and provides a support infrastructure for standards implementation.

Assessment for Learning



The advent of the CCSS and NGSS require that assessment practices change from a sole emphasis on multiple choice assessment items to those that allow greater insight into student thinking. Hence, another key lever is a focus on shifting the district's assessment practices with greater emphasis on classroom-based, curriculum-embedded formative assessment practices. In addition, the district re-instituted a benchmark assessment system during the 2015-16 school year to monitor student progress system-wide. Benchmarks were administered two times and in grades 1-12 for ELA and grades 1- Integrated Math 2 with an optional 3rd administration in the spring. The district will continue to refine its benchmark assessment processes and engage teachers in more focused work on data analysis and instructional planning.

Communications and Stakeholder Engagement

The district has taken great strides to deepen stakeholder awareness and knowledge about the CCSS and the Academic Office will continue to host workshops to inform parents/guardians and community partners of the educational changes resulting from the CCSS and NGSS standards implementation. To maximize the effort, the Academic Office is collaborating with the Family and Community Empowerment Office to conduct workshops during the Parent Leadership Pathway and the Parent Information Exchange (PIE) sessions. In addition, the district will continue to conduct CCSS and NGSS presentations to the various parent advisory groups. The district has also developed a user friendly parent/family webpage which offers a productive flow of information to keep stakeholders abreast of district resources for teachers, leaders, and parents. Posted on the webpage are the locally developed CCSS parent guides for math and ELA that include a description of what students will learn in in each grade, activities that parents can do at home to support their child's learning, and a snapshot of the new assessments.

Technology Infrastructure

The district, has made the development of its technology infrastructure another key lever in its CCSS implementation. The Academic Office is working closely with Technology Services on the integration of technology to accelerate student learning. A primary emphasis of the work has been the implementation of Google Apps for Educators (GAFE) system-wide. Through GAFE professional learning, teachers are learning how to utilize technology to engage students in Academic Discourse and collaboration. Teachers are also exploring Apps and resources to engage students in more rigorous academic tasks in various content areas.

VI. Results

With the second year of data from state assessments and standardized measures to assess



student progress towards meeting the CCSS, the district has experienced moderate increases in student performance, however there is still a great deal of room for improvement. In addition to these measures, other indicators of impact include the following:

- Principal meetings and instructional rounds reveal that site leaders have greater capacity to recognize the instructional shifts that should be evidenced in classrooms
- Surveys of administrators indicate that training specialists support is valued and there is a need for additional support.
- Classroom observations indicate that teachers are providing more opportunities for academic discourse.
- Feedback from parents indicate that they are enthusiastic about the changes and desire to learn more about what the new standards mean for their children's education.
- Feedback from teachers indicate that they found the summer professional learning sessions valuable and are interested in continued CCSS/NGSS professional learning.

VII. Lessons Learned/Next Steps

The district has learned many lessons since initial implementation of the CCSS. Key lessons learned are outlined below:

- There are no shortcuts to deep learning and changed instructional practice.
- The shifts in instruction required by the CCSS and NGSS are a major cultural change and require time, continuous learning, and collaboration.
- An infrastructure of support is vital for both students and adults.
- Bringing the CCSS and NGSS to fruition is a huge undertaking that requires commitment from all layers of the system.

Next steps in the district's' standards implementation include the following:

- Continue to improve, and expand the professional learning for staff
- Expand the integration of instructional supports for diverse student populations into the professional learning sessions.
- Build upon the ELA and Math curriculum maps including growing the bank of electronic resources within and develop NGSS-aligned curriculum maps for science courses.
- Expand instructional supports including videos of effective practice, text resources, and sample lessons/units and assessment practices.
- Refine the district's CCSS-aligned assessment practices.
- Expand the district's parent/stakeholders communication and engagement strategies
- Build the capacity of teachers and leaders in collaborative lesson/unit planning and analysis of student work.
- Continue to engage teachers and leaders in instructional rounds.
- Develop a multi-tiered system of supports to provide academic supports for all learners.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.3

Meeting Date: October 6, 2016

Subject: Data Dashboard

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

Division: Strategy and Innovation Office & Technology Services

Recommendation: Receive information on the Data Dashboard.

Background/Rationale: Staff will provide information on the district's work to implement the new Data Dashboard that will serve as a reporting tool for the Strategic Plan Key Performance Indicators and the Local Control and Accountability Plan metrics.

Financial Considerations: n/a

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Executive Summary
2. Dashboard Quick Guide
3. Attendance Rate by School
4. Attendance Rate by Subgroup
5. Chronic Absence Rate by School
6. Chronic Absence Rate by Subgroup
7. Discipline
8. District Enrollment 2015-16
9. School Enrollment 2015-16
10. District Enrollment 2016-17
11. School Enrollment 2016-17
12. Dropout Rate
13. Dropout Rate by School
14. EAP by Ethnicity
15. EAP by School

16. EAP by Subgroup
17. Graduation Rate
18. Graduation Rate by School
19. State Assessment by Ethnicity
20. State Assessment by School
21. State Assessment by Subgroup

Estimated Time of Presentation: 10 minutes

Submitted by: Dr. Al Rogers and Elliot Lopez

Approved by: Superintendent José L. Banda



I. OVERVIEW / HISTORY

A key principle of the Local Control Funding Formula (LCFF) and the state-required plan outlining goals for students, the Local Control and Accountability Plan (LCAP), is reflected in the words 'local control'. This principle includes engaging stakeholders in both the planning and the monitoring phases of the plan. As part of the development of the new Sacramento City Unified School District (SCUSD) Strategic Plan for the 2016-2021 school years, systems have been created to allow for better monitoring of District goals and progress by all SCUSD stakeholders.

As referenced in Strategic Plan presentations over the past year, a key resource for providing public access to key district metrics is a new tool called the Data Dashboard. Since the spring, the first phase of the Data Dashboard has been under development through the work of the Technology Services and the Strategy and Innovation Office. Throughout September, the Data Dashboard was previewed to district and site level leaders for feedback. The Data Dashboard will be available to the public effective October 7, 2016.

II. DRIVING GOVERNANCE

The LCAP and the Strategic Plan are both created with the input of SCUSD stakeholders. To allow stakeholders to continue to partner with the District in planning, they also need tools to be able to better monitor our progress by accessing important data points that serve as indicators of our movement toward achieving stated goals.

To this end, the new SCUSD Strategic Plan, adopted on June 28, 2016, includes the core value of transparency. One of the actions included in the Operational Excellence section of the plan is the implementation of a robust data collection and reporting process to make this value a reality.

III. BUDGET

The Data Dashboard is created using Tableau, a digital tool which is already a part of the district's evolving data infrastructure. Data are culled from a variety of existing internal and external sources. Leveraging this resource for this purpose does not generate additional cost to the district.

IV. GOALS, OBJECTIVES, AND MEASURES

The Data Dashboard is a critical piece of SCUSD's commitment to transparency and data reporting. It will make it easier and more convenient for stakeholders to access data that reflect SCUSD's progress toward goals outlined in the LCAP and the Strategic Plan.

Board of Education Executive Summary

Strategy and Innovation Office

Data Dashboard

October 6, 2016



Rollout of the new Data Dashboard will include distribution of information and demonstrations of the tool to stakeholder groups this year. We will also review analytics depicting web page (<http://www.scusd.edu/data-dashboard>) usage, to understand usage trends and make adjustments accordingly.

V. MAJOR INITIATIVES

The Data Dashboard presents data points that are aligned with the Strategic Plan Key Performance Indicators (KPIs) and the LCAP metrics. When possible, data presented will be disaggregated by the LCAP subgroups (low-income, English learner, foster youth, homeless youth), race/ethnicity, and school. It will continue to evolve with these initiatives to report on the most current set of KPIs and indicators.

VI. RESULTS

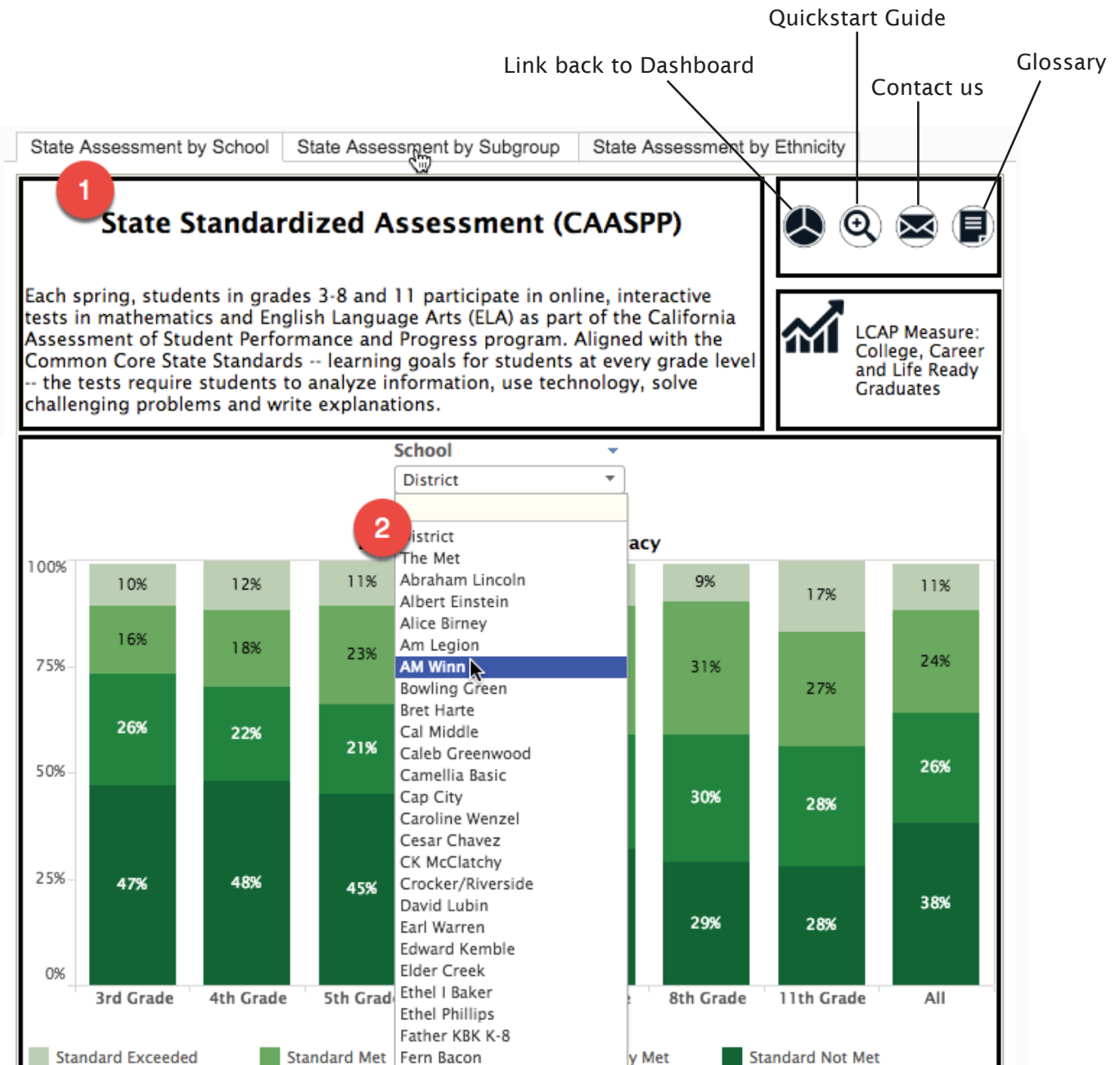
The Data Dashboard presents critical and relevant information in one place, not disparate systems and sources, in an easy to use, visual format with an eye towards customer service and operational excellence. Rollout of the Data Dashboard to principals immediately garnered comments about the usefulness of the tool when working with parents at the sites. The information presented in the Data Dashboard will result in better informed stakeholders that can fully participate in district planning activities and help move SCUSD toward meeting its goals.

VII. LESSONS LEARNED / NEXT STEPS

- Raise awareness of the Data Dashboard with the public
- Continue updating existing dashboards as new data becomes available
- Continue planning for Phase 2 of the Data Dashboard

SCUSD Data Dashboard Quickstart Guide

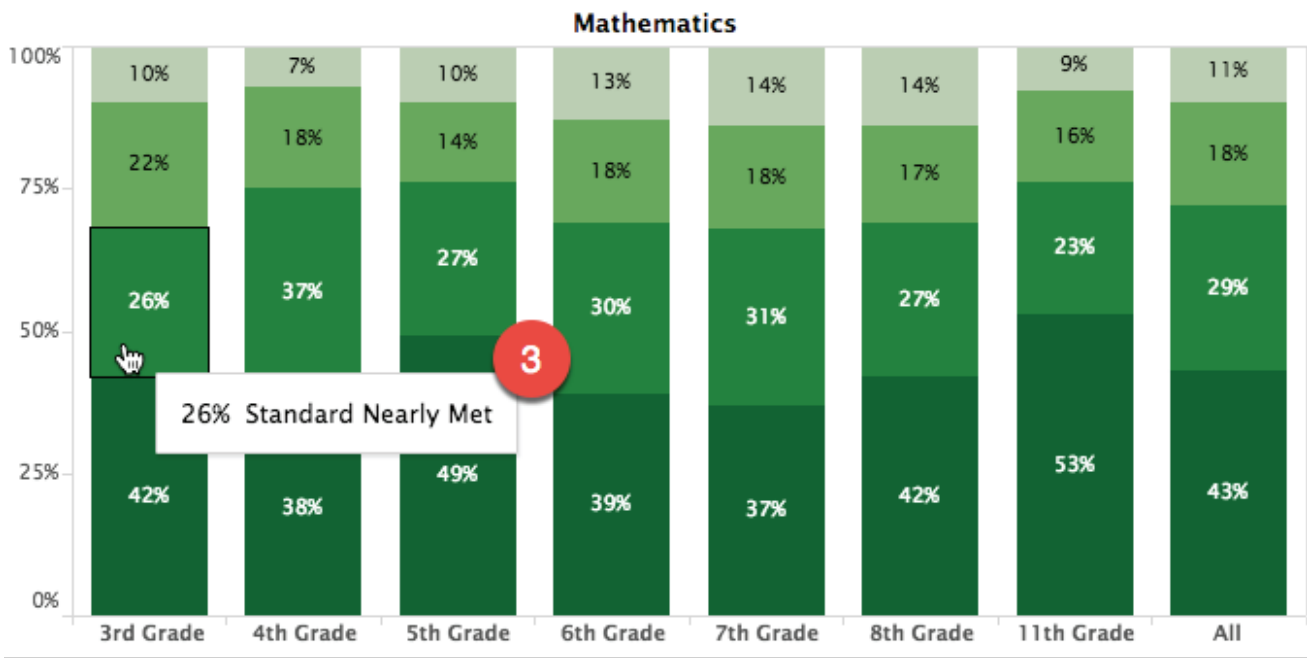
<http://www.scusd.edu/data-dashboard>



1) Click through the tabs to see different views of the visualization.

2) Click on a down arrow to change the data displayed. Many of the visualizations allow you to specify a particular school or subgroup.

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met




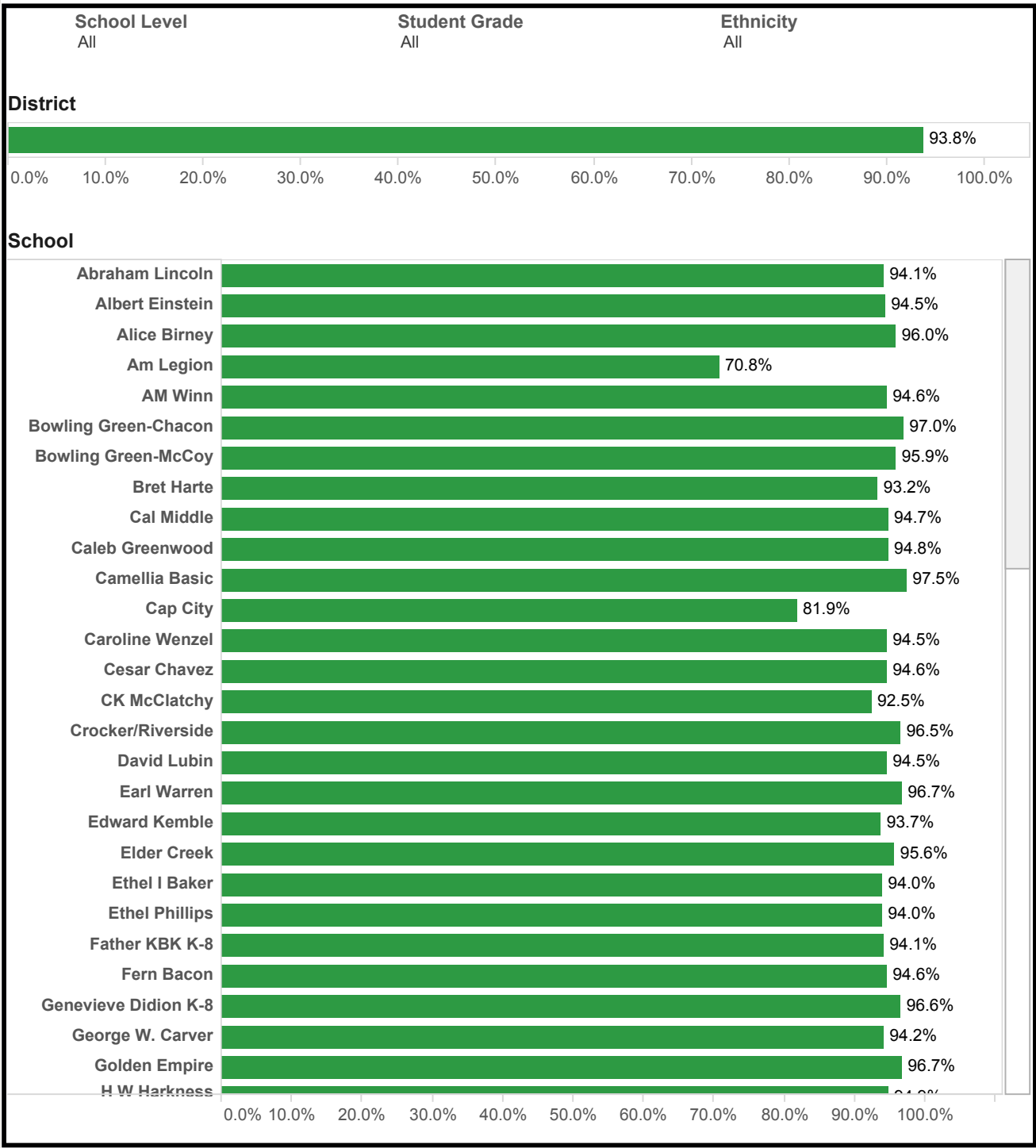
3) Hover over the visualization to see tooltips for each piece of data.

Attendance Rate 2015-16



School attendance is important because students are more likely to succeed in academics when they attend school consistently. Attendance rates are calculated using the total number of school days a student is present divided by the total days a student is enrolled.



LCAP Measure:
 Safe, Emotionally
 Healthy, and
 Engaged
 Students



Attendance Rate 2015-16



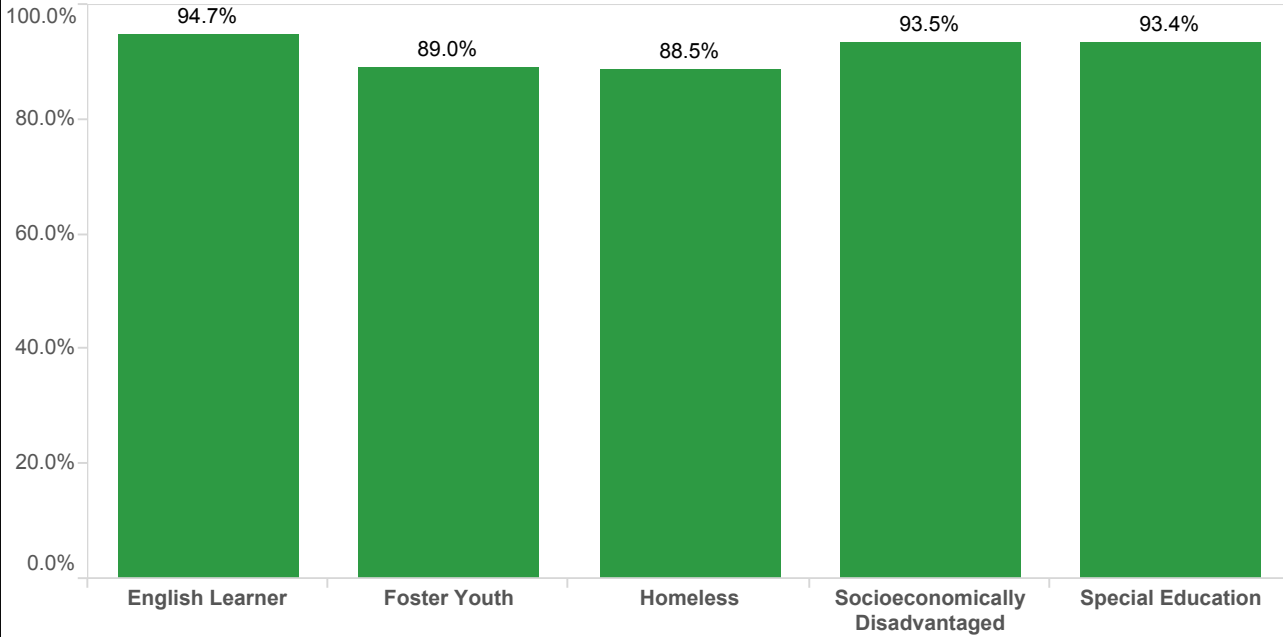
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LCAP Measure:

 Safe,
 Emotionally
 Healthy, and
 Engaged
 Students

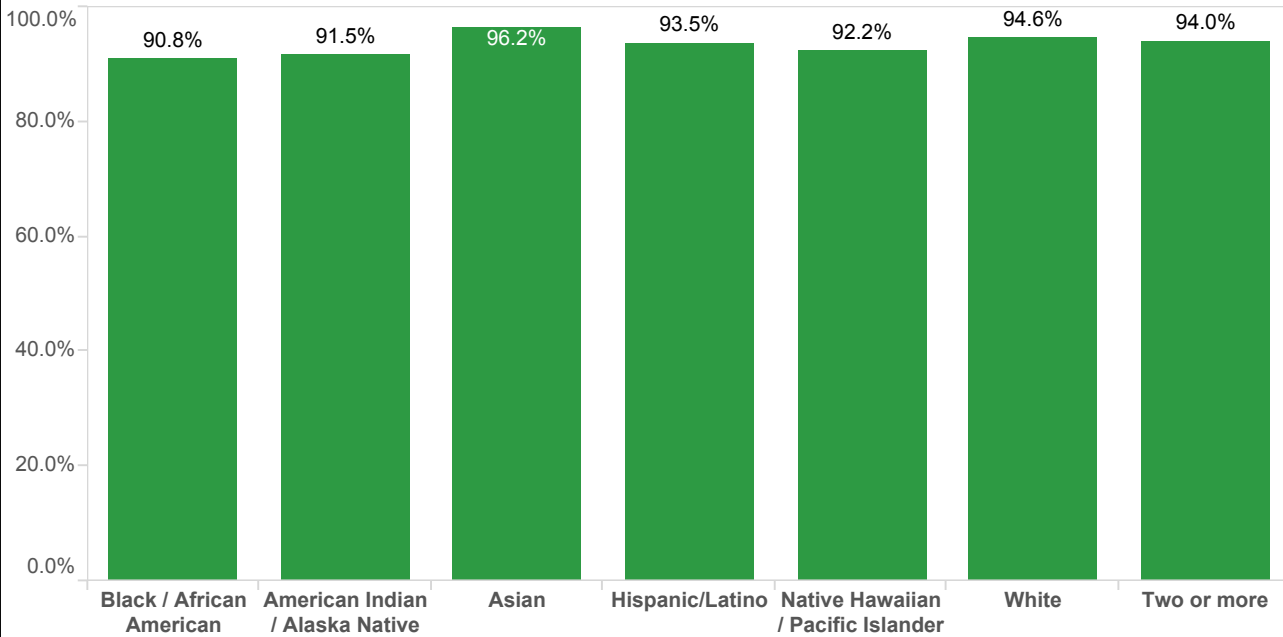
School Level
All

Student Grade
All

Subgroup




Ethnicity



Chronic Absence Rate 2015-16



Students who are chronically absent are at serious risk of falling behind in school. Chronic absenteeism rates reflect the percentage of students who miss 10% or more of the days they are enrolled within a year for any reason, including excused absences.

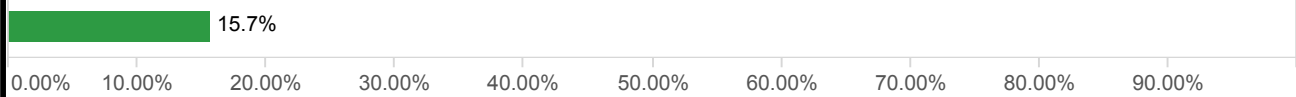
LCAP Measure:

 Safe,
 Emotionally
 Healthy, and
 Engaged
 Students

School Level
All

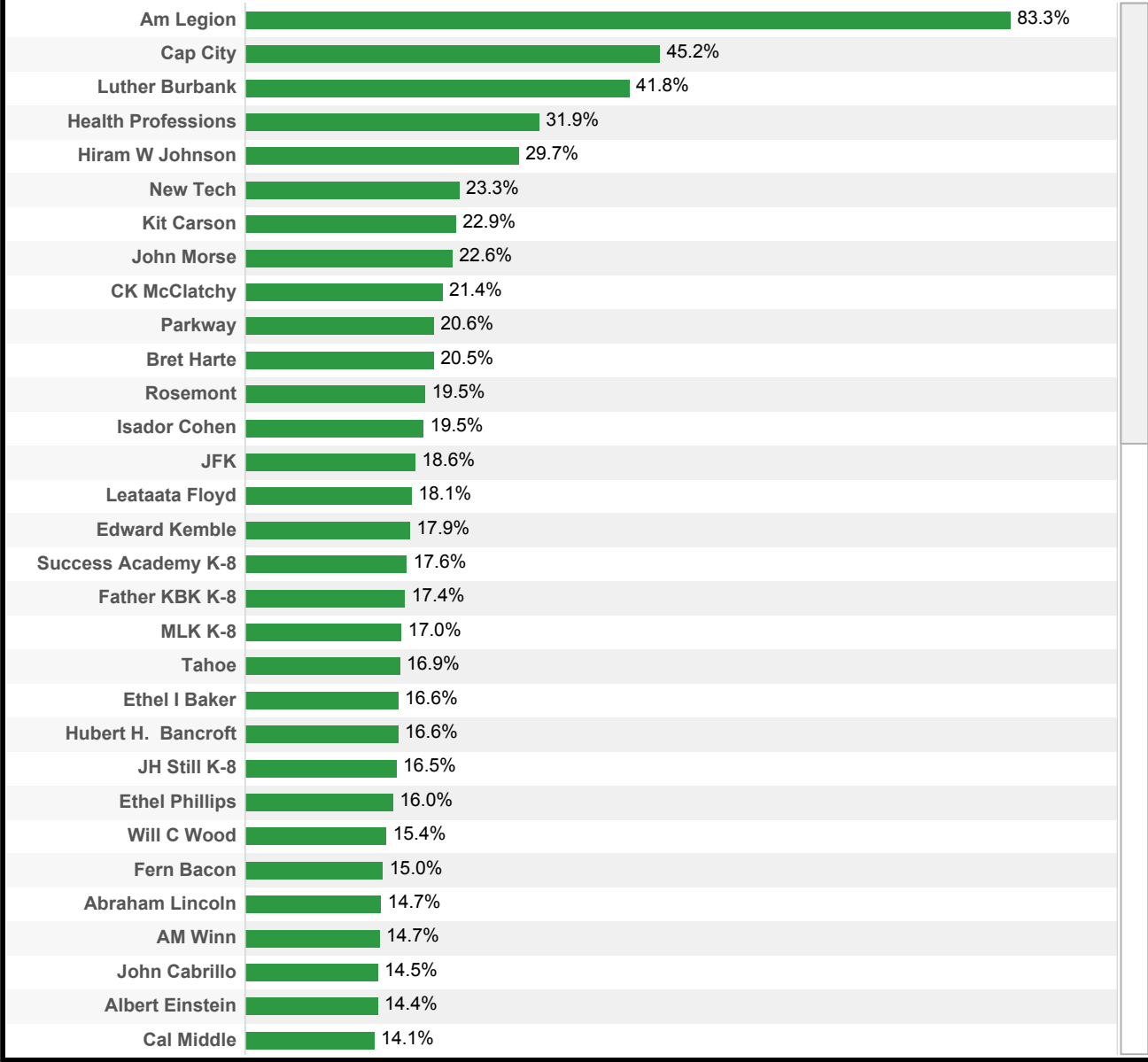
Student Grade
All

Ethnicity
All

District



Schools



Chronic Absence Rate 2015-16



Students who are chronically absent are at serious risk of falling behind in school. Chronic absenteeism rates reflect the percentage of students who miss 10% or more of the days they are enrolled within a year for any reason, including excused absences.

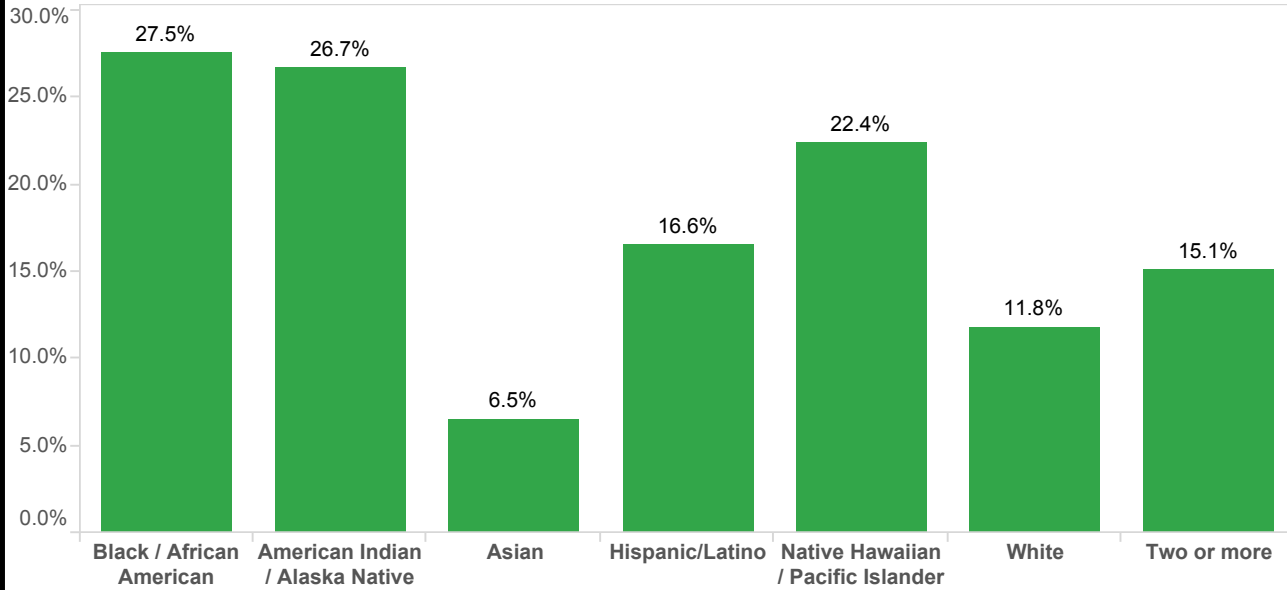


LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

School Level
All

Student Grade
All

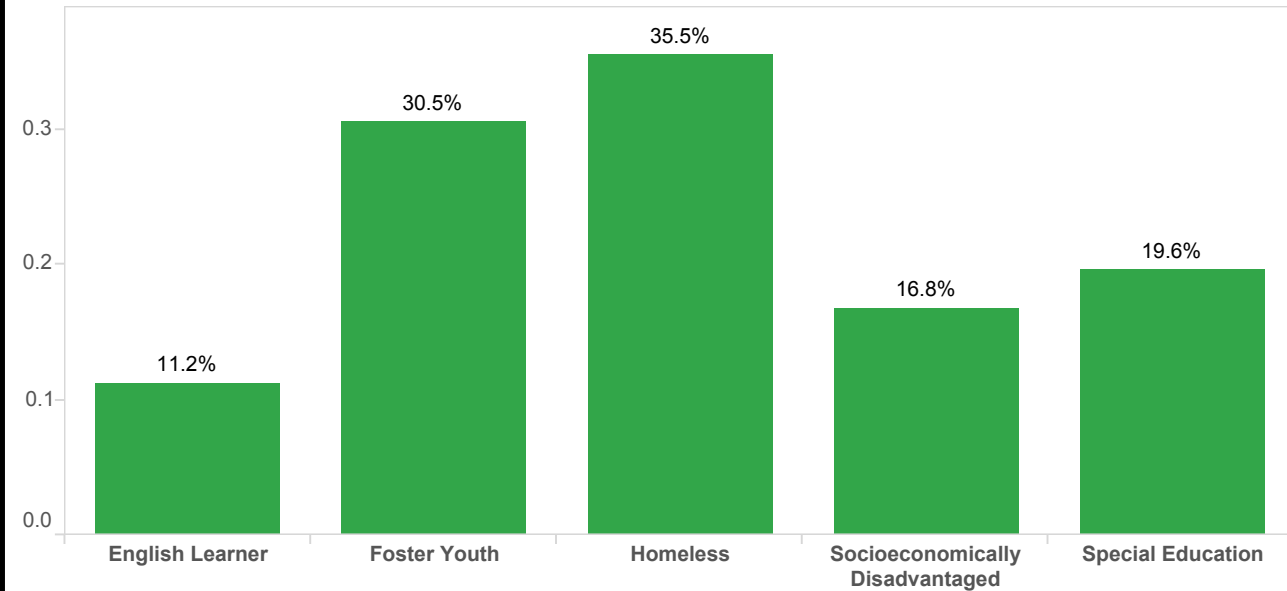
Ethnicity



School Level
All

Student Grade
All

Subgroup



Discipline

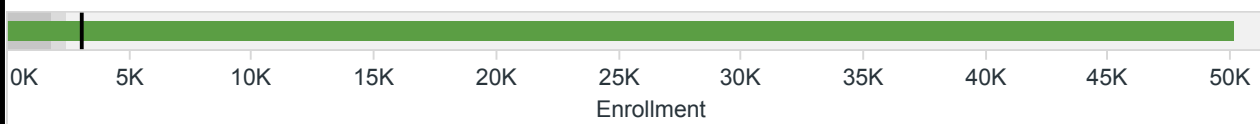


Students and teachers deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students. The discipline data provided below can be used to increase awareness of school climate and equity issues and keep more students in class.

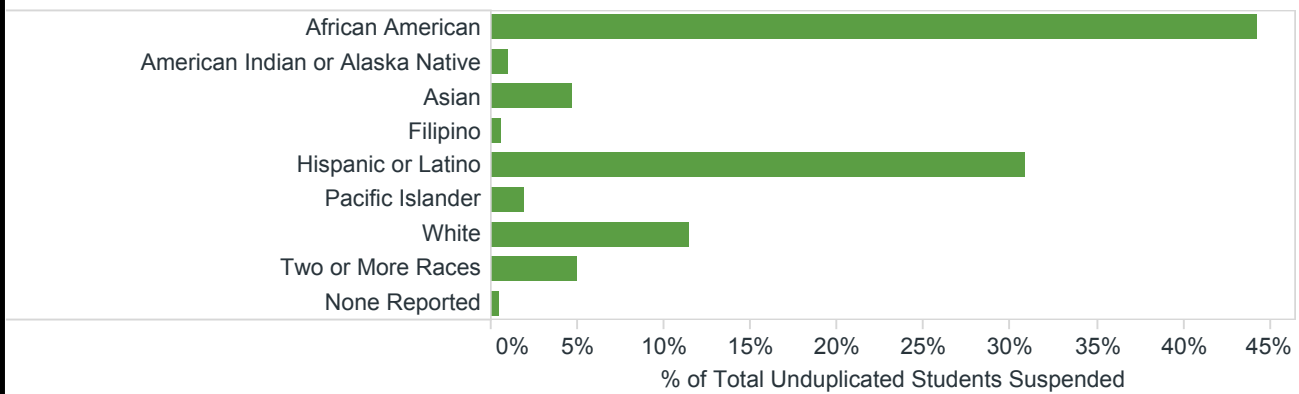
LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

2014-15
Total Suspensions: 5579
Total Expulsions: 10

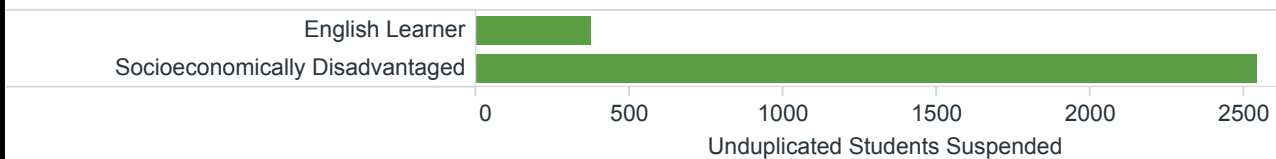
DISTRICT SUSPENSION RATE



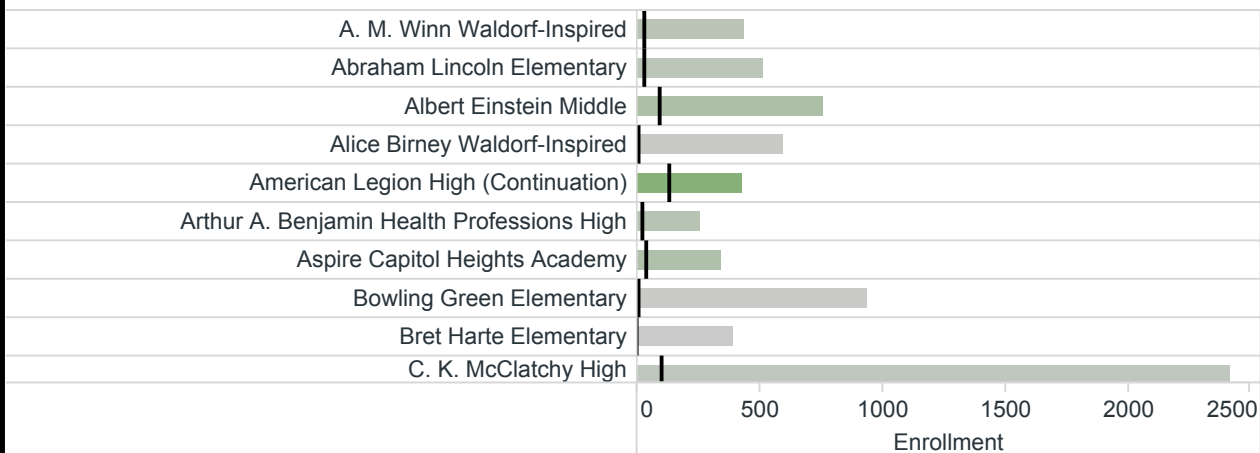
SUSPENSIONS BY RACE/ETHNICITY



SUSPENSIONS BY SUBGROUP



School Suspension Rate

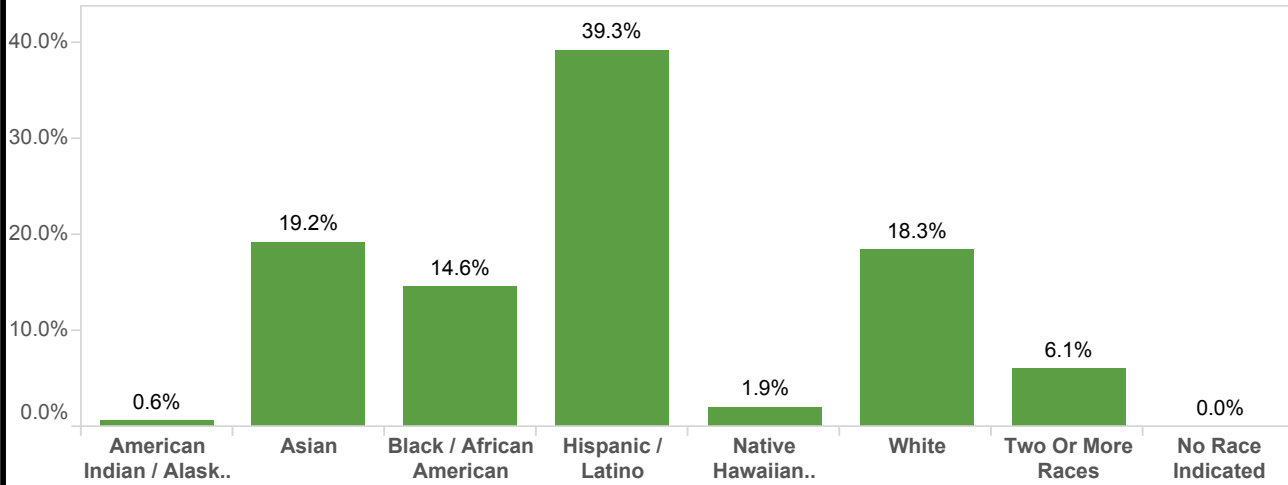


Enrollment and Demographics 2015-16

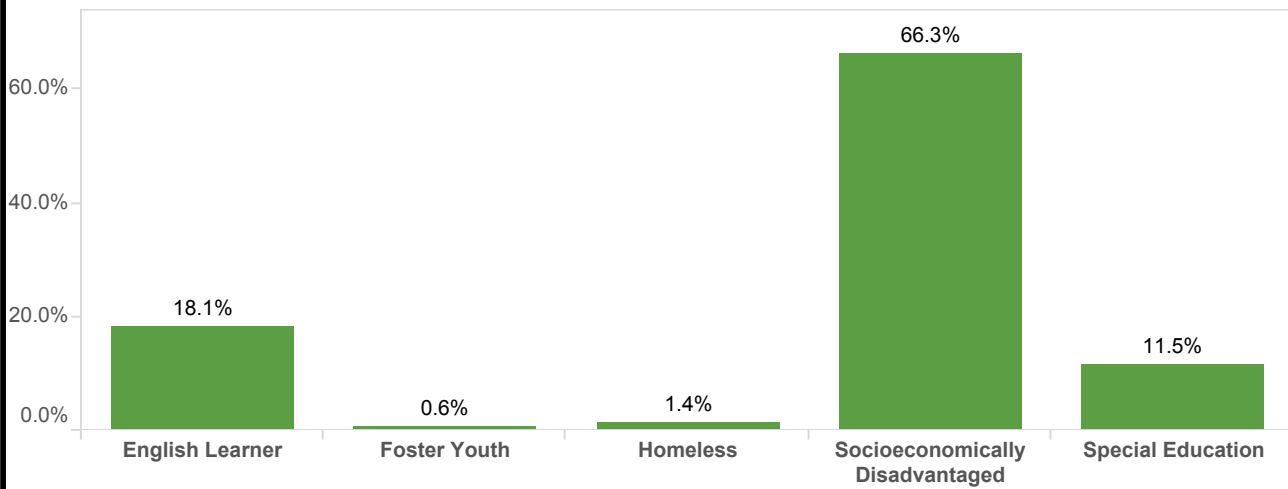


Enrollment as of 10/7/2015: 42864

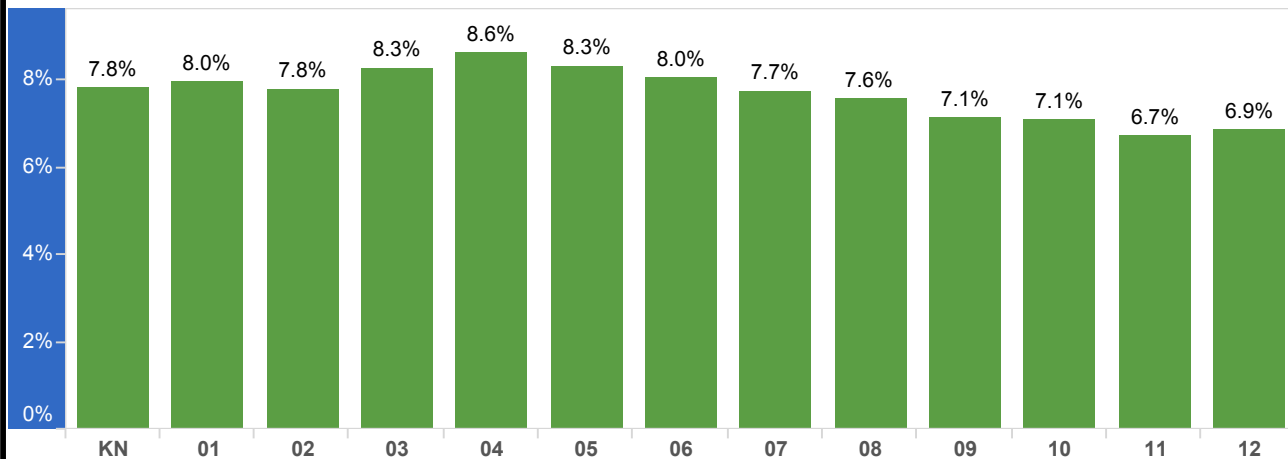
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade



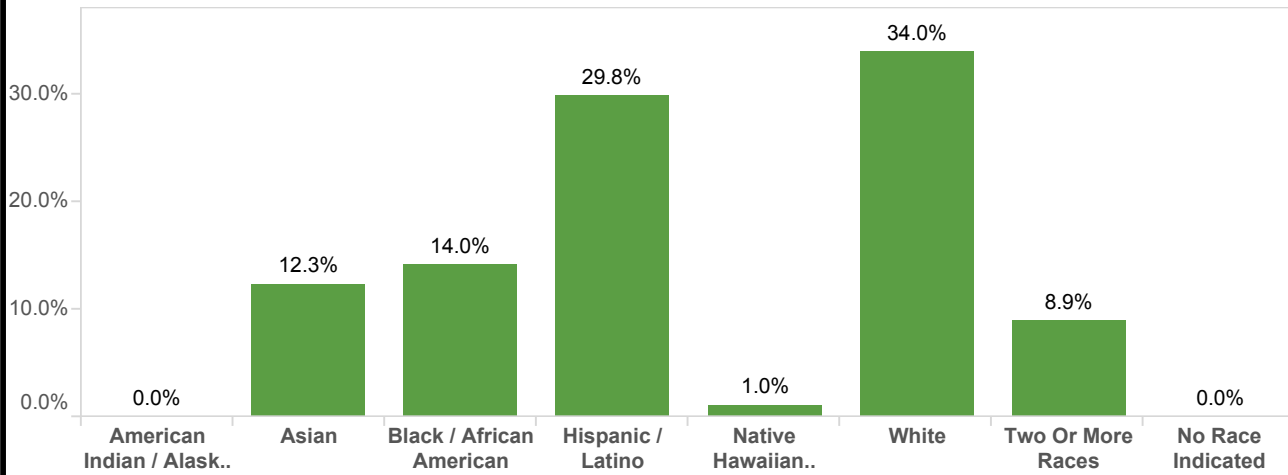
Enrollment and Demographics 2015-16



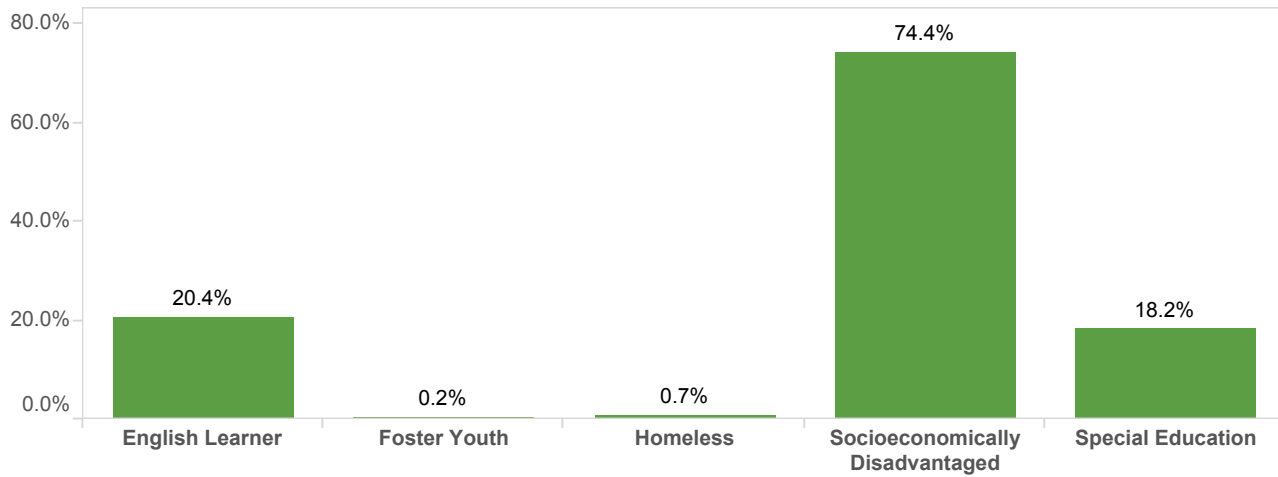
Enrollment as of 10/7/2015: 406

School Name
James Marshall

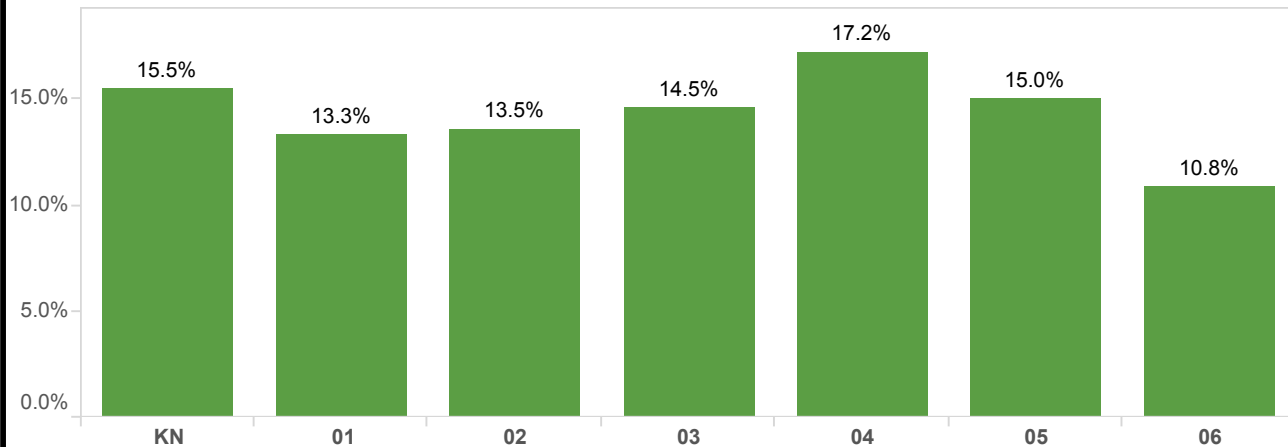
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade

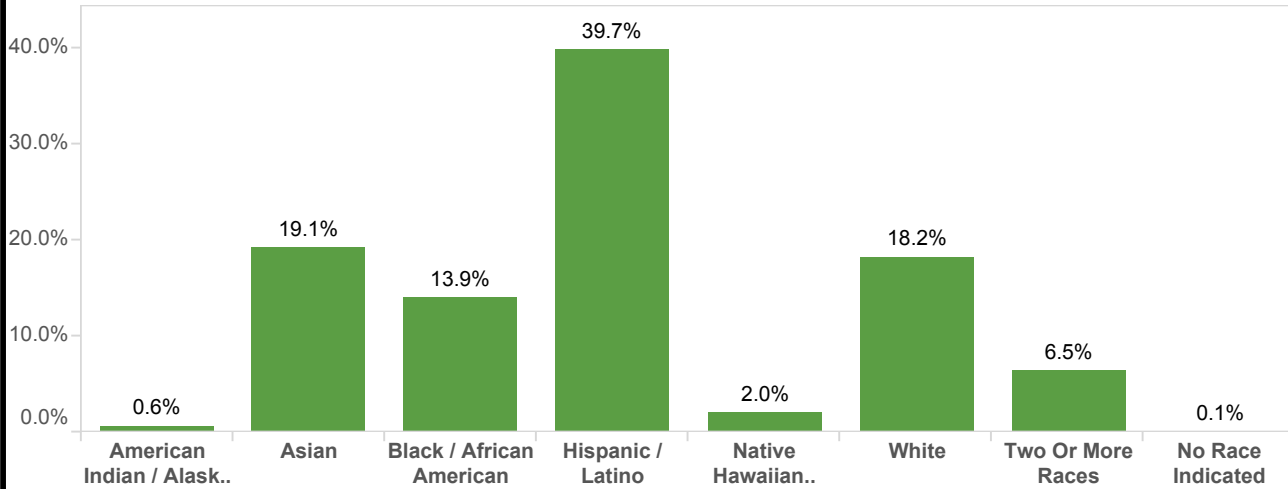


Enrollment and Demographics 2016-17

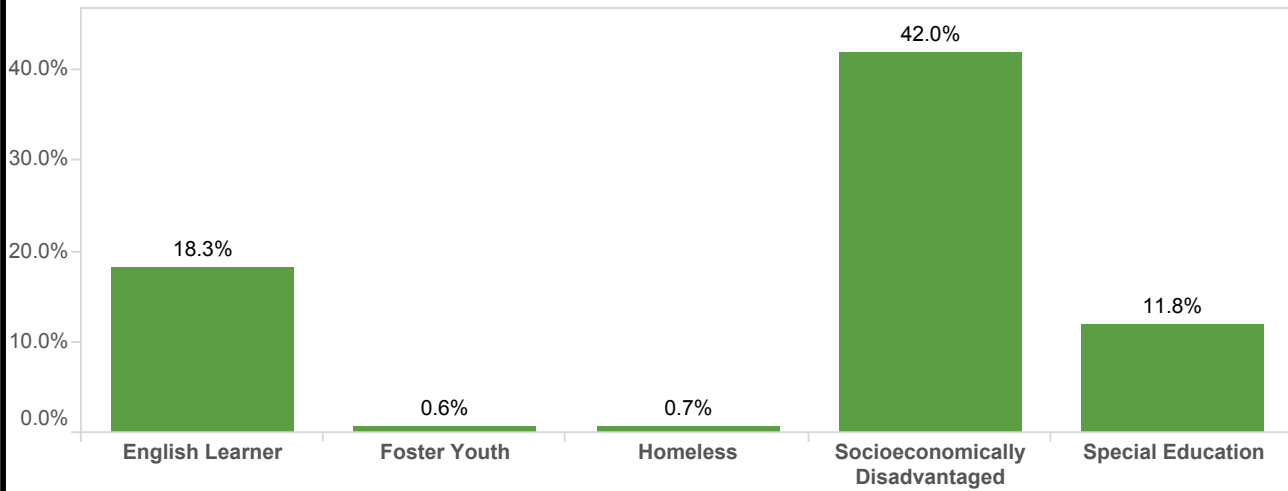


Enrollment as of 9/1/2016: 43082

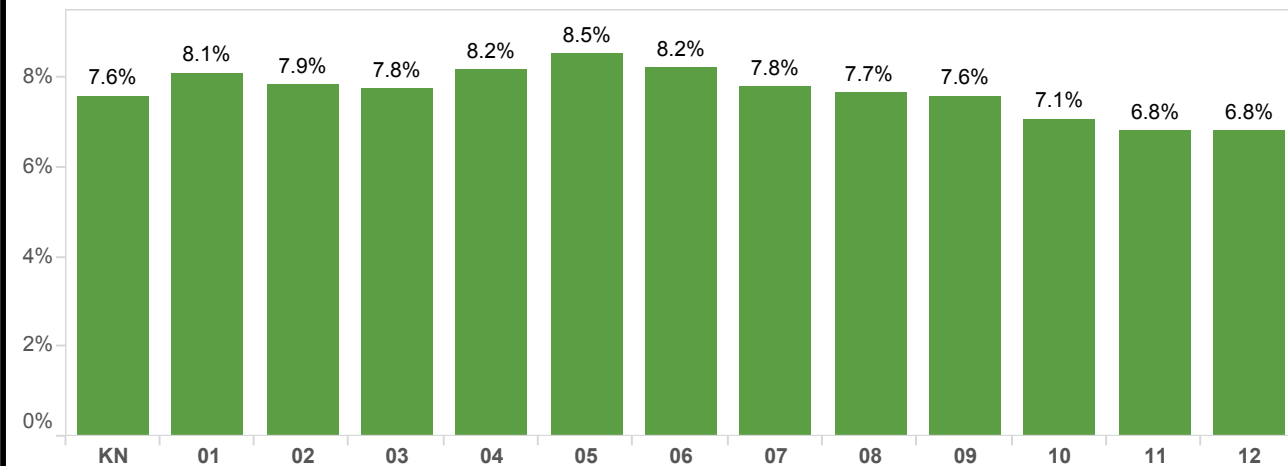
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade



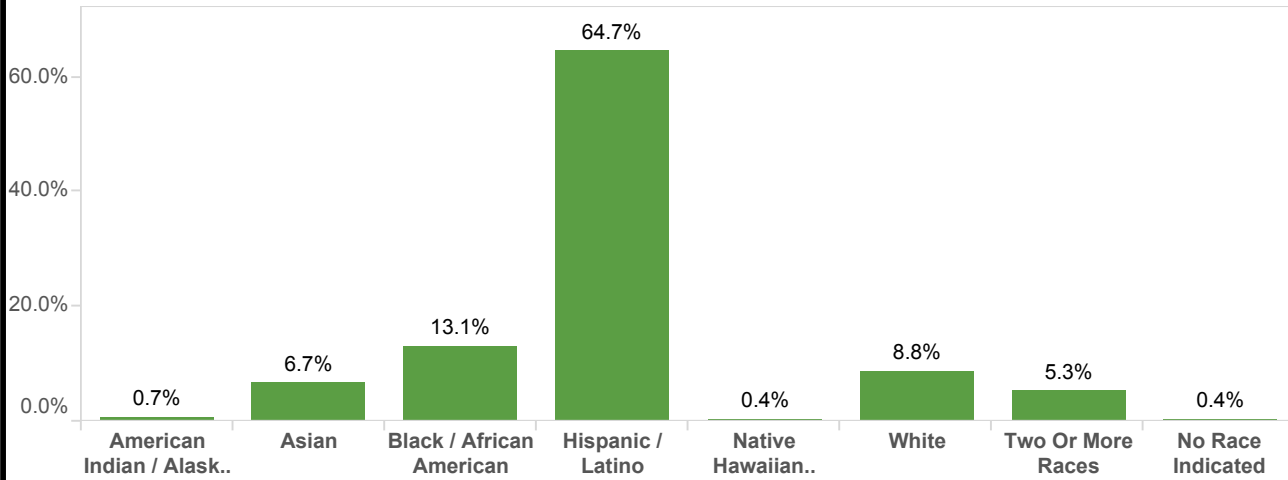
Enrollment and Demographics 2016-17



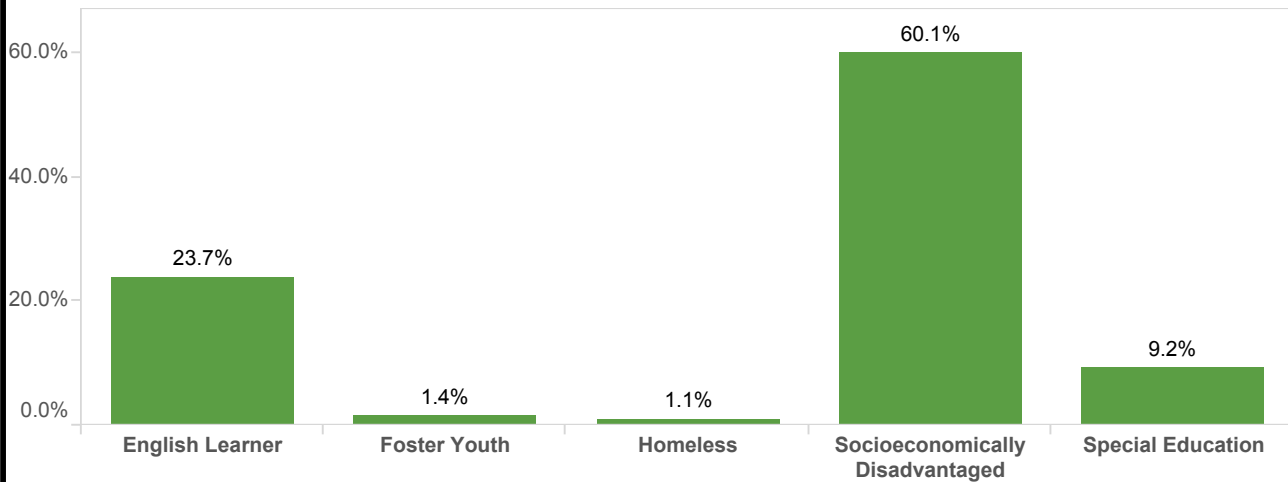
Enrollment as of 9/1/2016: 283

School Name
New Joseph Bonnheim

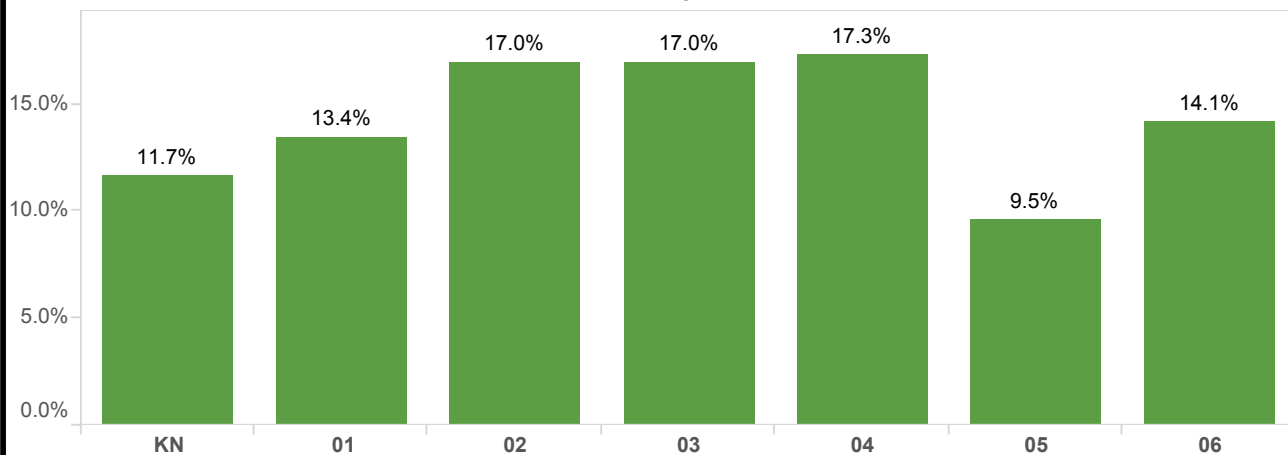
Enrollment by Ethnicity



Enrollment by Subgroups



Enrollment by Grade



High School Dropout Rate

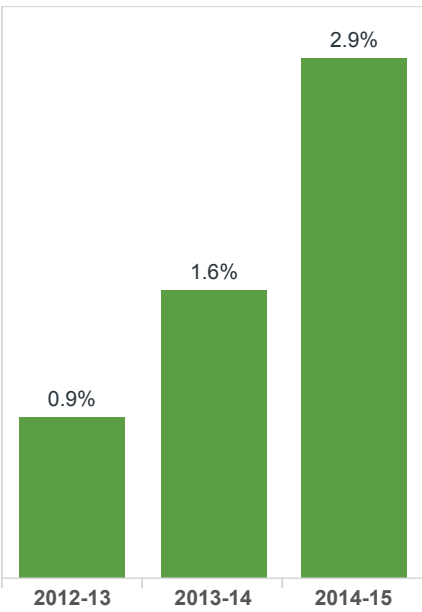


The drop out rate reflects the percentage of students who started high school as freshmen but dropped out of school before graduating four years later.

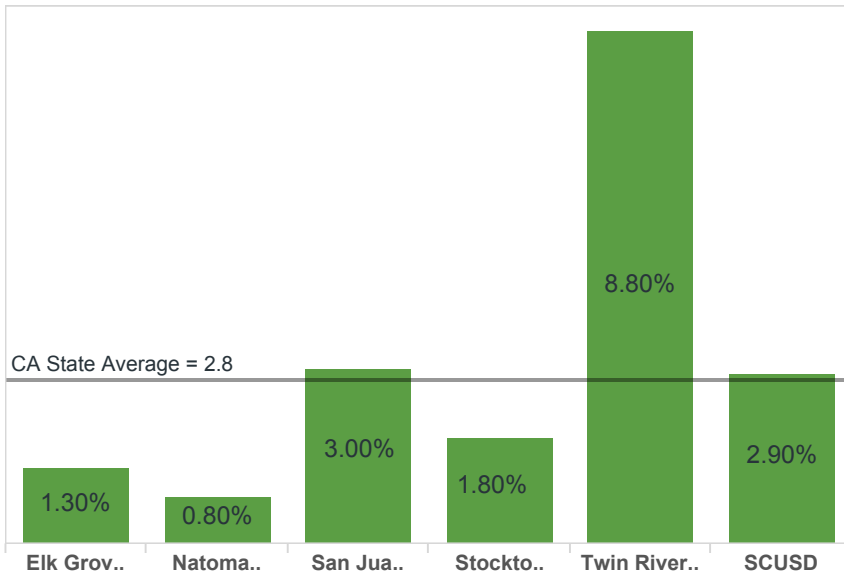


LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

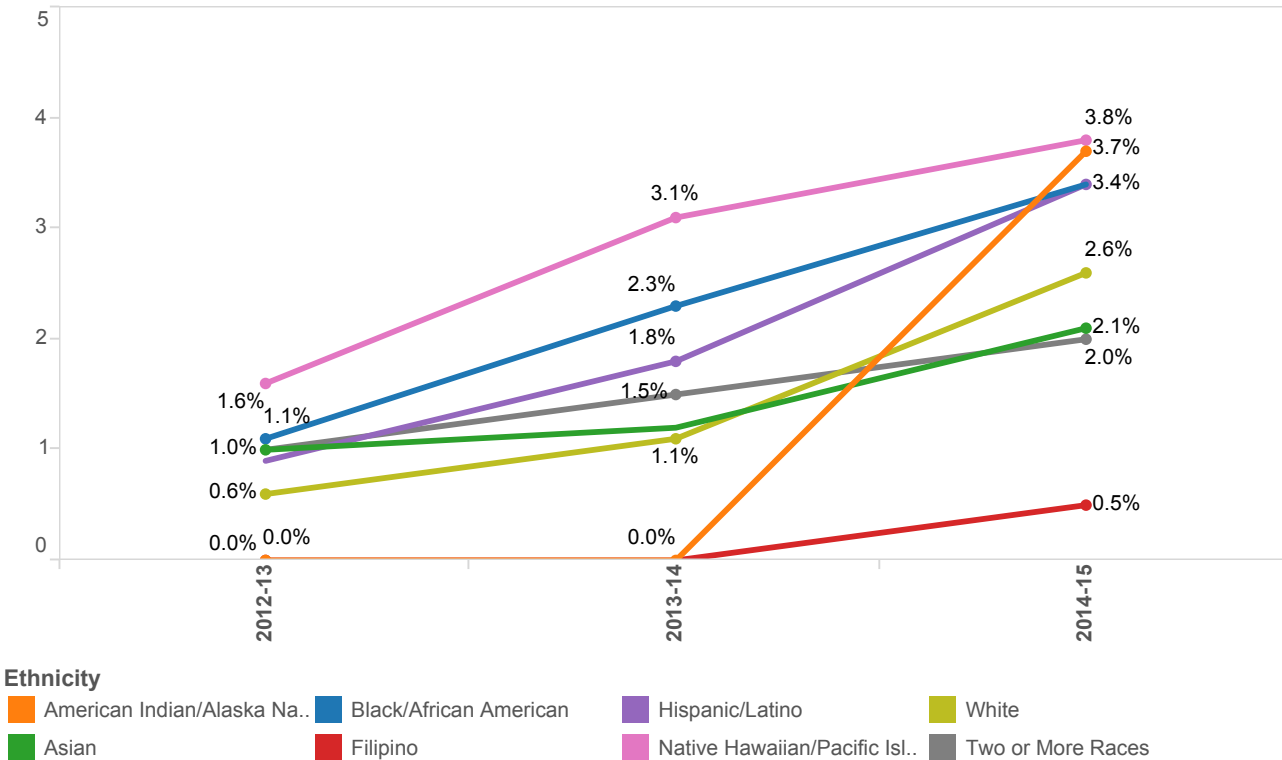
Dropout Rate



How do we compare regionally? 2014-15 Dropout Rates



Dropouts by Ethnicity



High School Dropout Rate

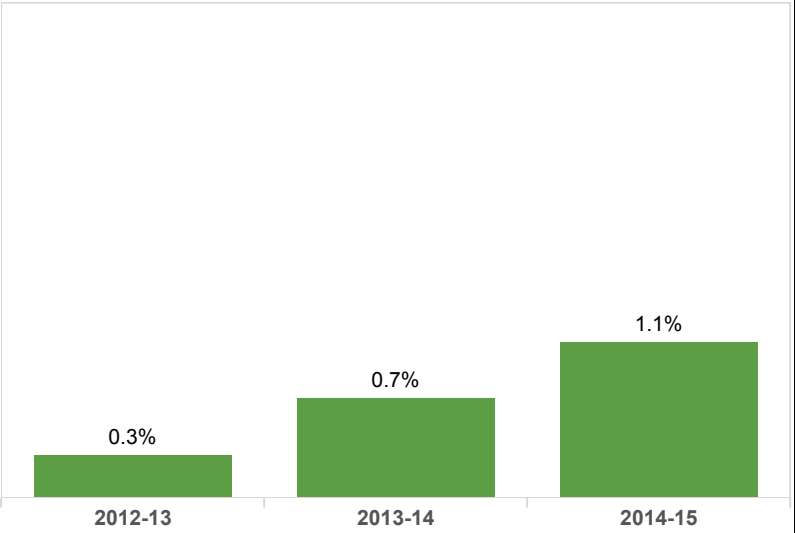
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LCAP Measure:
Safe,
Emotionally
Healthy, and
Engaged
Students

School Name


- Arthur A. Benjamin Health Professions High
- C. K. McClatchy High
- George Washington Carver School of Arts..
- Hiram W. Johnson High
- John F. Kennedy High
- Luther Burbank High
- New Technology High
- Rosemont High
- School of Engineering & Sciences
- The MET
- West Campus



Early Assessment Program 2014-15 (EAP)



The California State University system's Early Assessment Program helps determine whether high school juniors are ready for college-level coursework. EAP status is calculated by analyzing the results of the state's grade 11 online assessments in mathematics and English Language Arts.

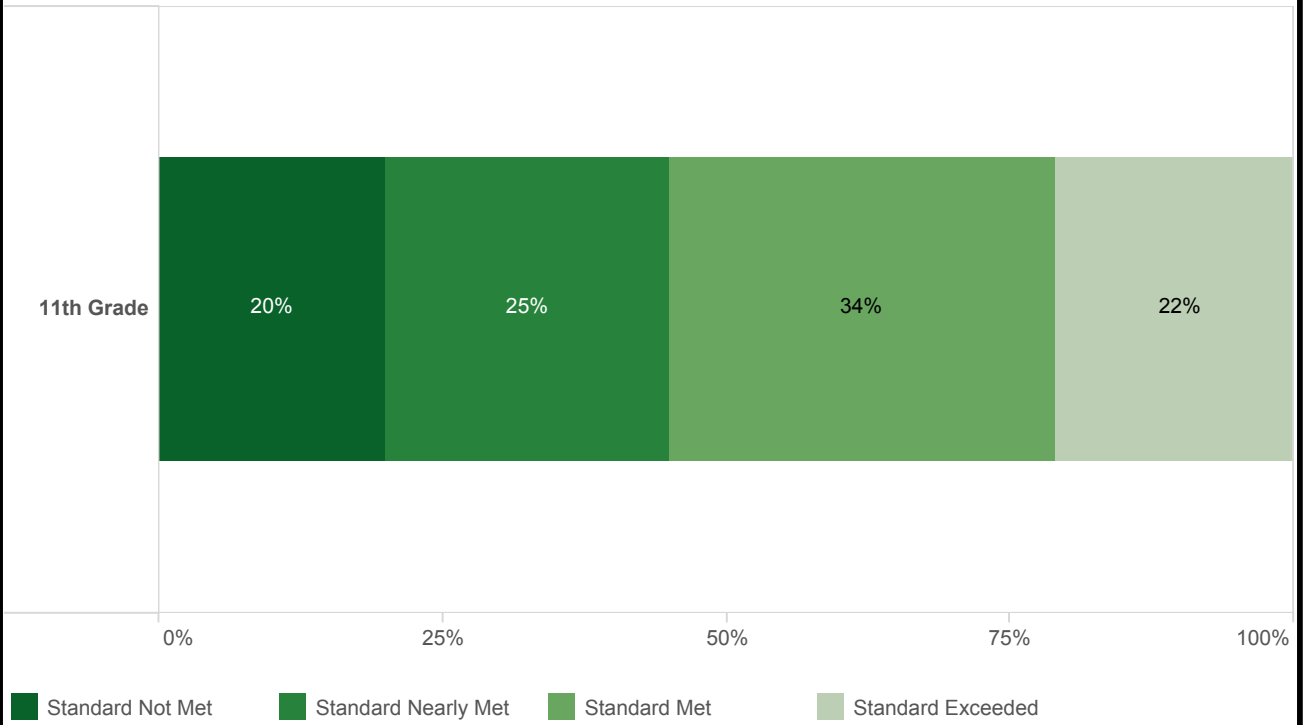


LCAP Measure:
College, Career
and Life Ready
Graduates

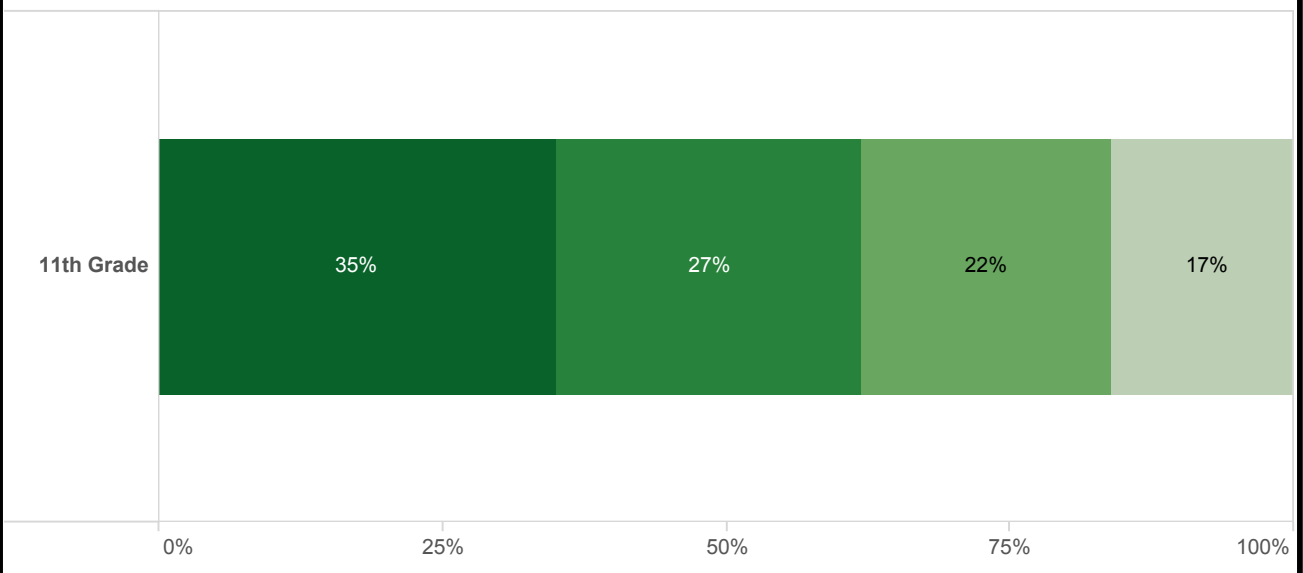
Ethnicity
Asian

School
District

English Language Arts/Literacy



Mathematics



Early Assessment Program 2014-15 (EAP)



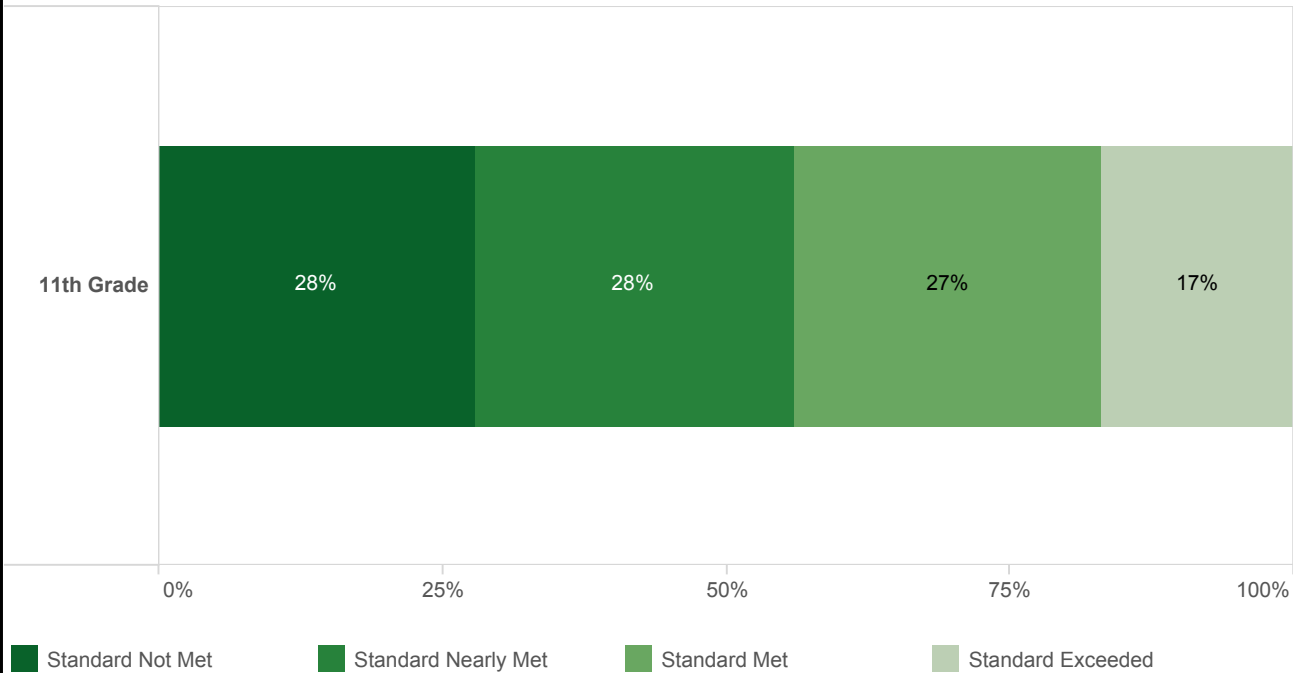
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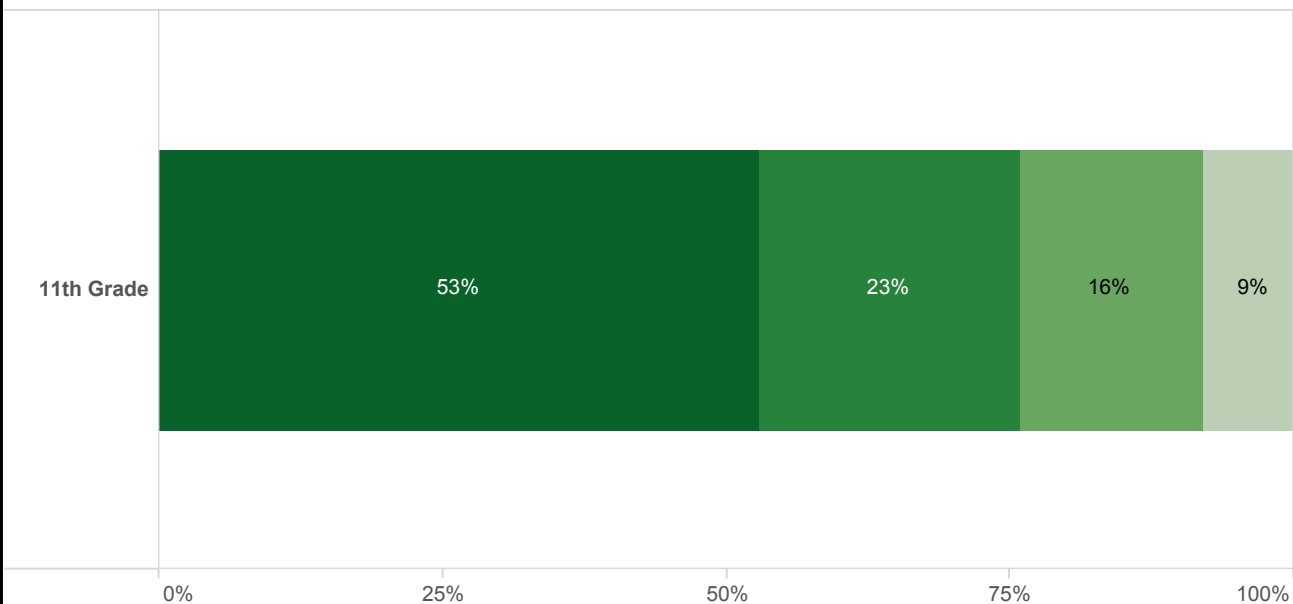
LCAP Measure:
College, Career
and Life Ready
Graduates

School
District

English Language Arts/Literacy




Mathematics



Early Assessment Program 2014-15 (EAP)



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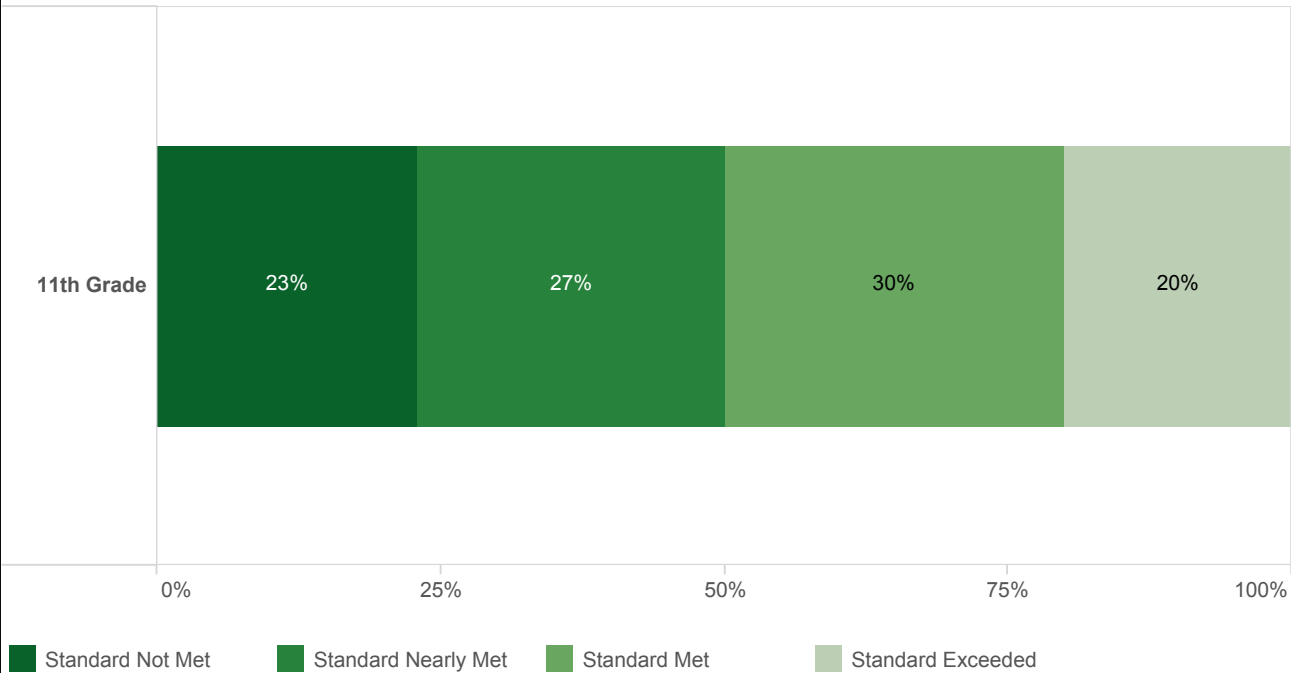


LCAP Measure:
College, Career
and Life Ready
Graduates

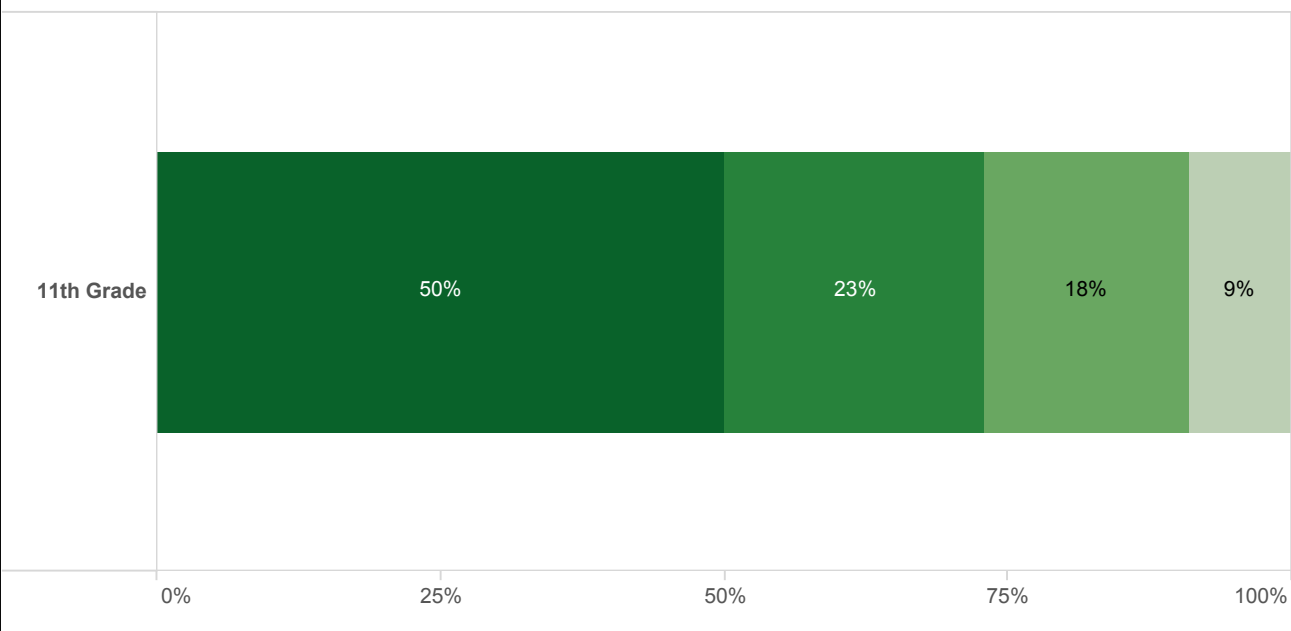
Subgroup
Females

School
District

English Language Arts/Literacy



Mathematics



Graduation Rate



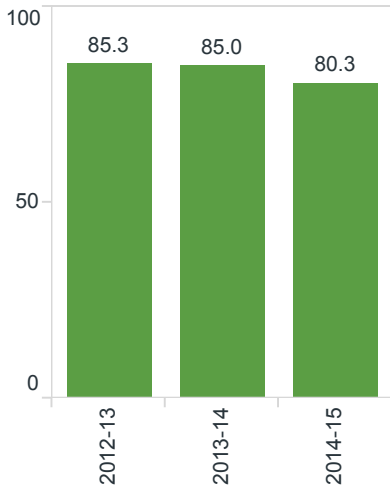
The four-year cohort graduation rate reflects the percentage of students who started high school as freshmen and graduated four years later.



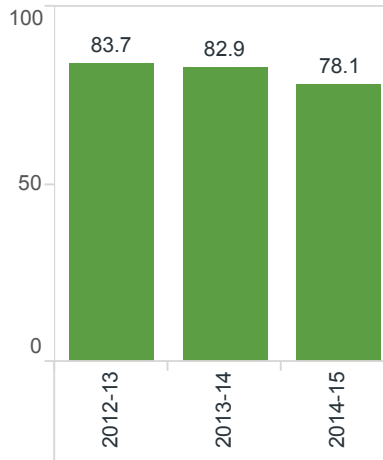
LCAP Measure:
College, Career
and Life Ready
Graduates

Subgroup Socioeconomically D..

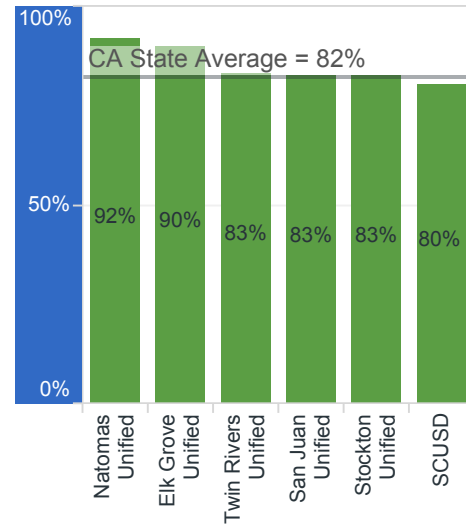
Graduation Rate By Year



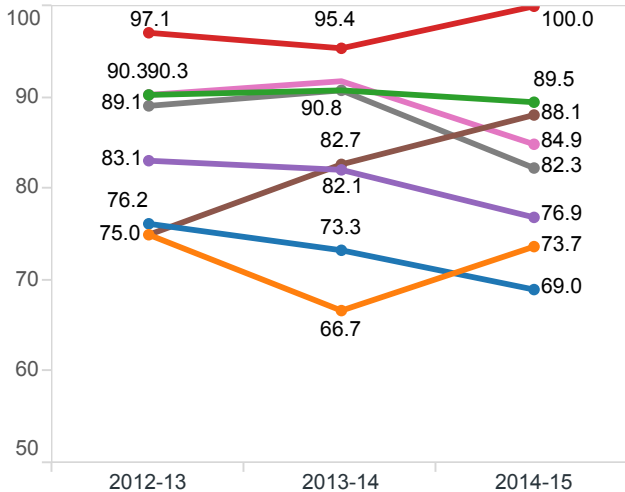
Graduation Rate By Subgroup
Socioeconomically Disadvantaged



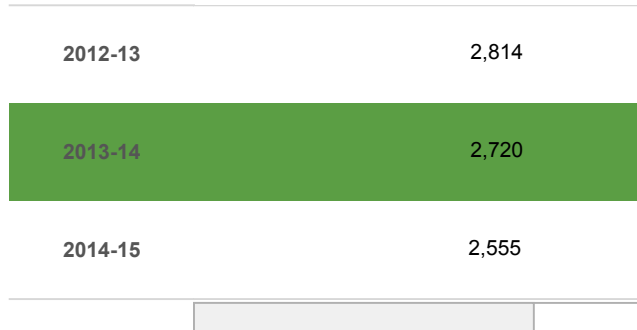
How do we compare regionally?
2014-15 Graduation Rates



Graduation Rates By Ethnicity



Number of Graduates by Year



- American Indian/Alaska Native
- Asian
- Black/African American
- Filipino
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Two or More Races

Graduation Rate

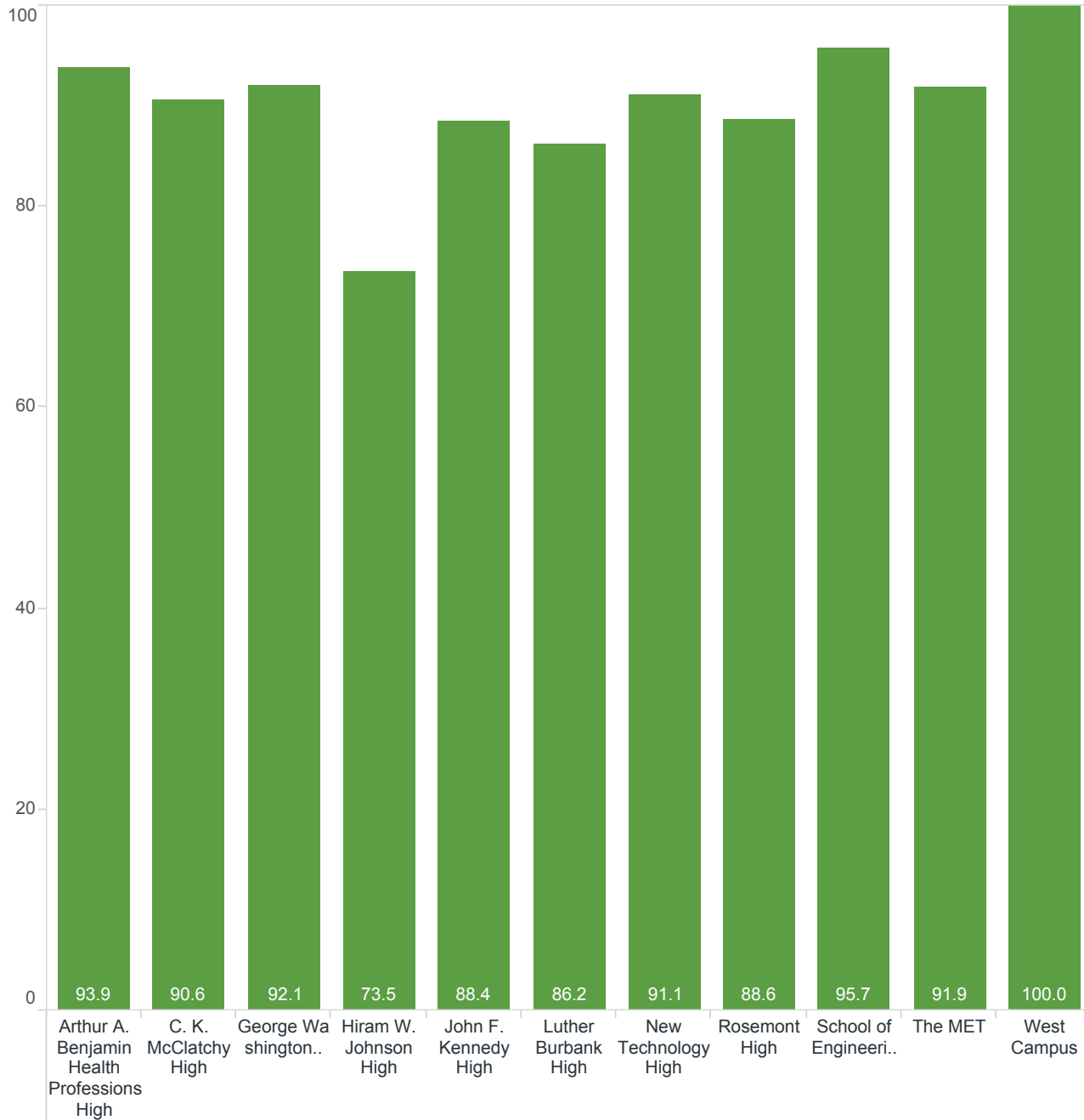


The four-year cohort graduation rate reflects the percentage of students who started high school as freshmen and graduated four years later.



LCAP Measure:
College, Career
and Life Ready
Graduates

Year
2014-15

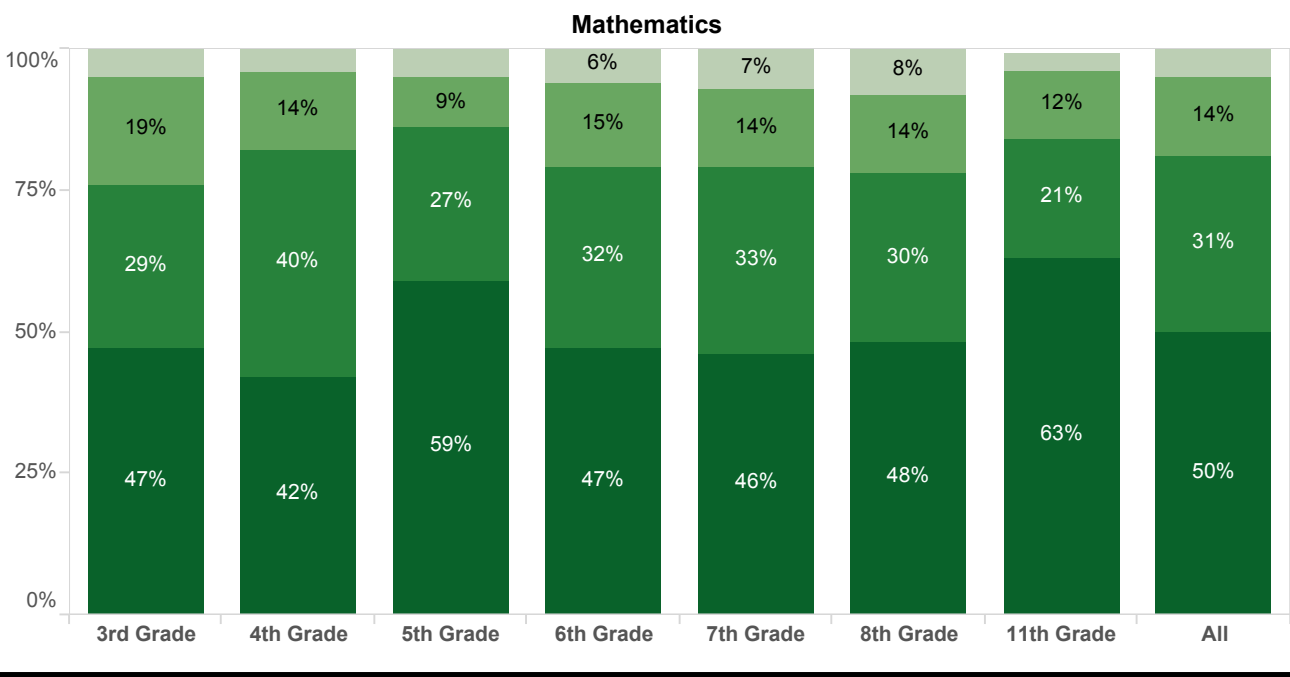
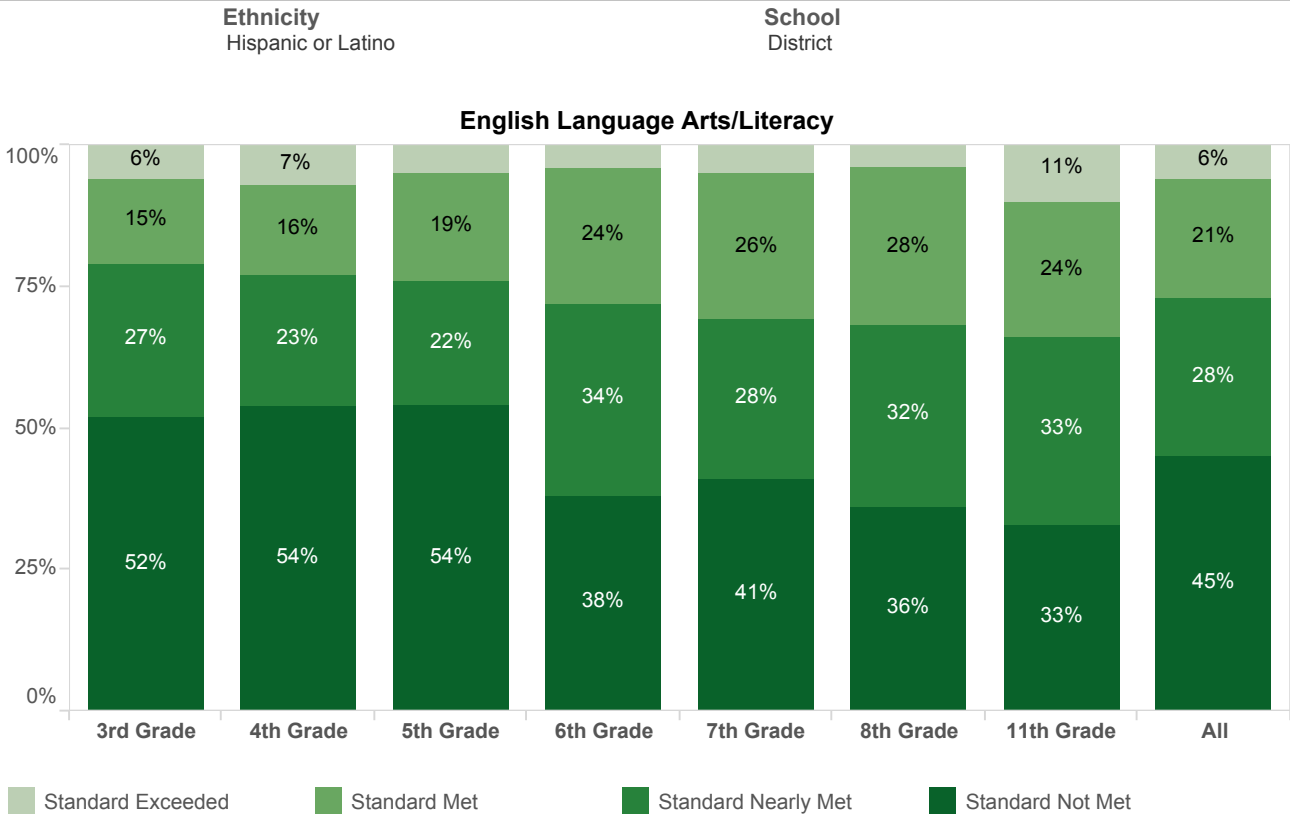


State Standardized Assessment 2014-15 (CAASPP)



Each spring, students in grades 3-8 and 11 participate in online, interactive tests in mathematics and English Language Arts (ELA) as part of the California Assessment of Student Performance and Progress program. Aligned with the Common Core State Standards -- learning goals for students at every grade level -- the tests require students to analyze information, use technology, solve challenging problems and write explanations.

LCAP Measure:
College, Career
and Life Ready
Graduates



State Standardized Assessment 2014-15 (CAASPP)

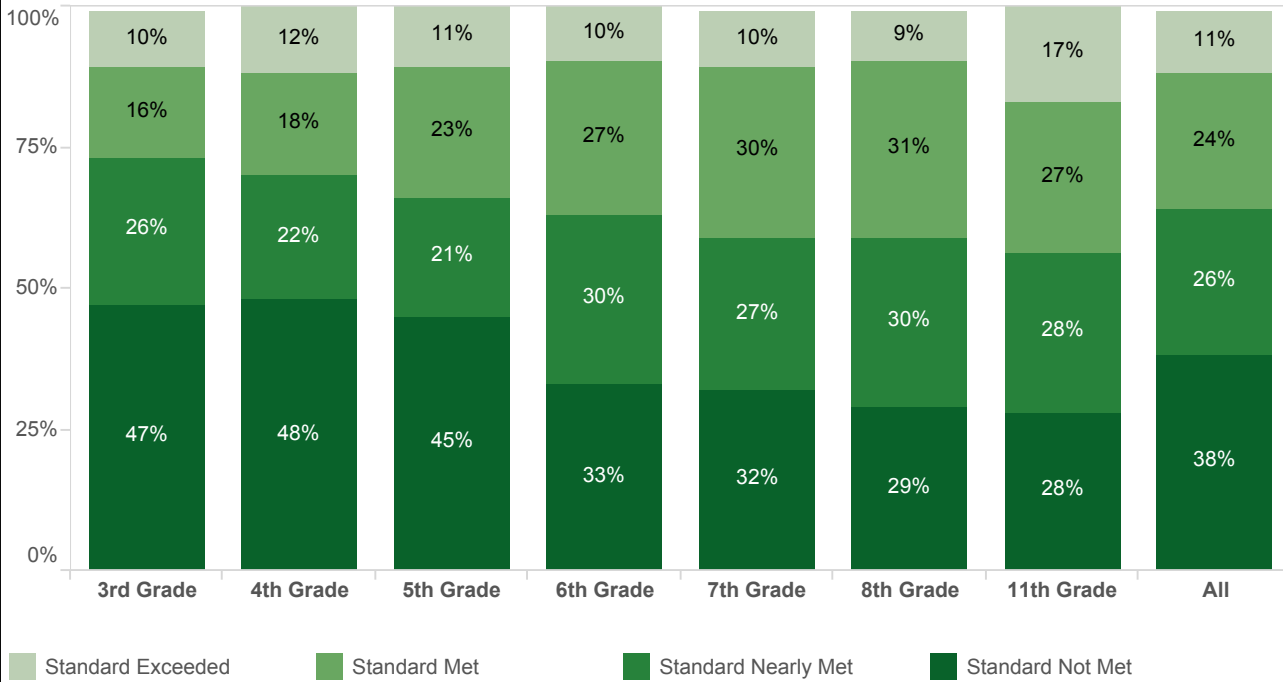


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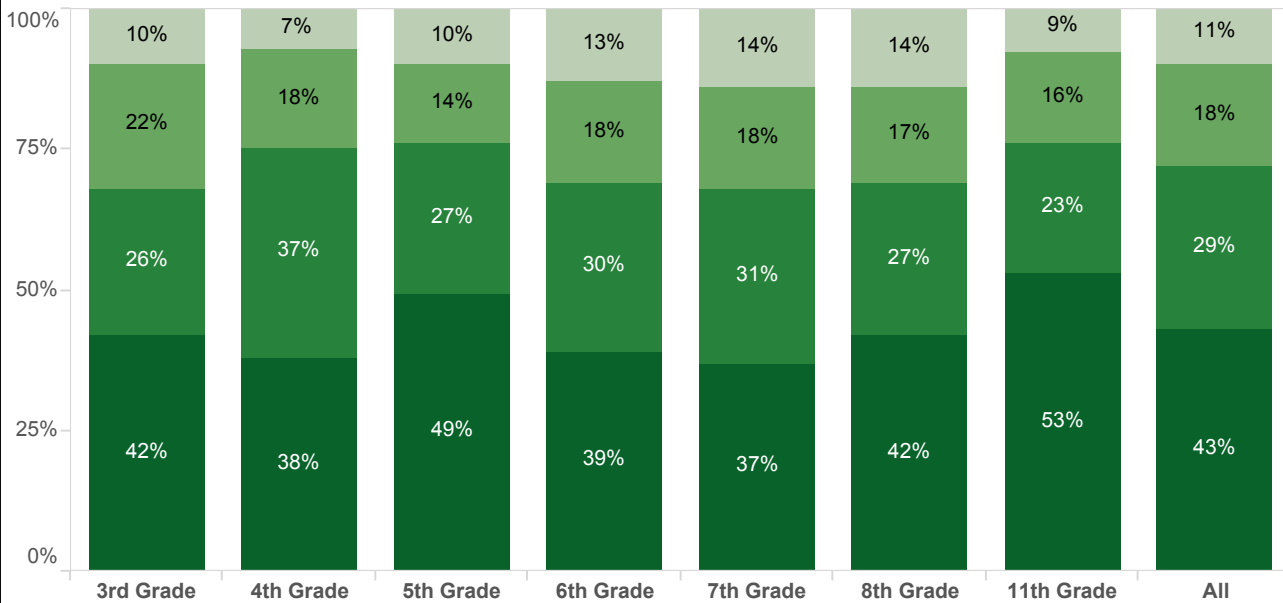
LCAP Measure:
College, Career
and Life Ready
Graduates

School
District

English Language Arts/Literacy



Mathematics



State Standardized Assessment 2014-15 (CAASPP)



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LCAP Measure:
College, Career
and Life Ready
Graduates

