



Putting  
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First

# Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

## Board of Education Members

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

Thursday, Nov. 6, 2014

**4:30 p.m. Closed Session**

**6:30 p.m. Open Session**

## Serna Center

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

# AGENDA

**2014/15-09**

*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) 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 Performance Evaluation:**  
a) Superintendent

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

*The Pledge of Allegiance will be led by Shery Her, an eighth grade student from Rosa Parks K-8 School.*

- *Presentation of Certificate by Member Diana Rodriguez.*

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

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

6:45 p.m.    **7.0    PUBLIC COMMENT** **15 minutes**

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

7:00 p.m.    **8.0    CONSENT AGENDA** **2 minutes**

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

**8.1    Items Subject or Not Subject to Closed Session:**

- 8.1a    *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo)***
- 8.1b    *Approve Personnel Transactions (Cancy McArn)***
- 8.1c    *Approve West Campus Field Trip to the 2014 Nike Basketball Tournament of Champions from December 17 to December 23, 2014 (Lisa Allen)***
- 8.1d    *Approve Amended Changes to Board Policy 5150: Foster Youth to be Titled as Board Policy 6173.1: Foster Youth (Raoul Bozio)***
- 8.1e    *Approve Child Development Non-Federal Match (In-kind) Policies and Procedures/Valuation Table (Olivine Roberts and Wanda Roundtree)***
- 8.1f    *Approve Minutes of the October 2, 2014 Board of Education Meeting (José L. Banda)***
- 8.1g    *Approve Minutes of the October 16, 2014 Board of Education Meeting (José L. Banda)***

## **9.0 COMMUNICATIONS**

7:02 p.m.	9.1 Employee Organization Reports:	<b>Information</b> 3 minutes each
	<ul style="list-style-type: none"><li>▪ CSA</li><li>▪ SCTA</li><li>▪ SEIU</li><li>▪ Teamsters</li><li>▪ UPE</li></ul>	
7:17 p.m.	9.2 District Parent Advisory Committees:	<b>Information</b> 3 minutes each
	<ul style="list-style-type: none"><li>▪ Community Advisory Committee</li><li>▪ District Advisory Committee</li><li>▪ District English Learner Advisory Committee</li><li>▪ Gifted and Talented Education Advisory Committee</li><li>▪ Sacramento Council of Parent Teacher Association (PTA)</li></ul>	
7:32 p.m.	9.3 Superintendent's Report (José L. Banda)	<b>Information</b> 5 minutes
7:37 p.m.	9.4 President's Report (Darrel Woo)	<b>Information</b> 5 minutes
7:42 p.m.	9.5 Student Member Report (Asami Saito)	<b>Information</b> 5 minutes
7:47 p.m.	9.6 Information Sharing By Board Members	<b>Information</b> 10 minutes

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

7:57 p.m.	10.1 SMUD High School Energy Audit Training Project – Energy Efficiency Recommendations for Luther Burbank High School (Cathy Allen)	<b>Information</b> 10 minute presentation 10 minute discussion
8:17 p.m.	10.2 Facilities Repurpose and Reuse: Approve Proposal, Ranking, and Fee Structure (Cathy Allen)	<b>Action</b> 10 minute presentation 20 minute discussion
8:47 p.m.	10.3 First Reading of New Board Policy: Early Kindergarten (Olivine Roberts and John Conway)	<b>Conference/First Reading</b> 30 minute presentation 20 minute discussion
9:37 p.m.	10.4 AB 1200 Disclosure of Costs of the Tentative Agreement and Ratification of the Tentative Agreement with Bargaining Unit – UPE (Cancy McArn)	<b>Action</b> 5 minute presentation 5 minute discussion

**11.1   Business and Financial Information:**

- *Developer Fees Report for Fiscal Year Ending June 30, 2014*
- *Investment Reports as of March 31, 2014 and June 30, 2014*

9:50 p.m.     **12.0   FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *November 20, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*
- ✓ *December 4, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*

9:52 p.m.     **13.0   ADJOURNMENT**

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



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1a

**Meeting Date:** November 6, 2014

**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.

**Documents Attached:**

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

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

**Submitted by:**      Gerardo Castillo, CPA, Interim Chief Business Officer  
Kimberly Teague, Contract Specialist

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

## **GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE**

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<b><u>LUTHER BURBANK / PARENT/TEACHER HOME VISIT PROJECT</u></b>		
A15-00043 California Department of Education	9/1/14 – 7/31/15: Closing the Gap Grant funds will be used to provide College Readiness Home Visits to over 165 junior and senior students at Luther Burbank High School.	\$15,000 No Match

## **SPECIAL EDUCATION**

A15-00043 California Department of Education	7/1/14 – 9/30/16: Mental Health Average Daily Attendance (ADA) Allocation Grant. This federal grant is allocated to Special Education Local Planning Agencies (SELPA) for the specific provision of providing Educationally Related Mental Health Services (ERMHS) to qualified students receiving special education services. This provision of services is pursuant to requirements of the Individuals with Disabilities Act.	\$491,755 No Match
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## **NOTICES OF COMPLETION – FACILITIES PROJECTS**

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

<b>Contractor</b>	<b>Project</b>	<b>Completion Date</b>
Roebbelen Contracting, Inc.	Skylight Installation at Caleb Greenwood Elementary School	August 29, 2014
Roebbelen Contracting, Inc.	Roof Replacement at Caleb Greenwood Elementary School	August 29, 2014
Roebbelen Contracting, Inc.	Roof Replacement at Phoebe Hearst Elementary School	August 29, 2014
Roebbelen Contracting, Inc.	Hard Court Replacement at John Still & Phoebe Hearst Elementary Schools	August 29, 2014
Kitchell CEM, Inc.	Hard Court Replacement at Nicholas & Sequoia Elementary Schools	August 29, 2014



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1b

**Meeting Date:** November 6, 2014

**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 Services

**Recommendation:** Approve Personnel Transactions

**Background/Rationale:** N/A

**Financial Considerations:** N/A

**Documents Attached:**

- 1) Certificated Personnel Transactions Dated November 6, 2014
- 2) Classified Personnel Transactions Dated November 6, 2014

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

**Submitted by:** Cancy McArn, Assistant Superintendent  
Human Resources and Employee Compensation Services

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

**Attachment 1: CERTIFICATED 11/06/2014**

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY</b>							
OHAYON	MYRHA	B	School Social Worker	INTEGRATED COMMUNITY SERVI	10/7/2014	6/30/2015	EMPLOY PROB1, EFF 10/7/14
LIN	VICTORIA	B	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/2/2014	6/30/2015	EMPLOY .10 PROB1 10/2/14
LIN	VICTORIA	B	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/2/2014	6/30/2015	EMPLOY .30 PROB1 10/2/14
LIN	VICTORIA	B	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/2/2014	6/30/2015	EMPLOY .60 PROB1 10/2/14
PARKER	BRYAN	0	Teacher, High School	ROSEMONT HIGH SCHOOL	9/30/2014	6/30/2015	EMPLOY PROB0 9/30/14
GUILLEN	JACQUELINE	B	Teacher, Elementary	SEQUOIA ELEMENTARY SCHOOL	10/13/2014	6/30/2015	EMPLOY PROB1 10/13/14
VUE	STEVEN	B	Teacher, Elementary	H.W. HARKNESS ELEMENTARY	9/29/2014	6/30/2015	EMPLOY PROB1 9/29/14
BOLTZ	CASSANDRA	B	Teacher, Resource, Elem	BRET HARTE ELEMENTARY SCH	8/27/2014	6/30/2015	EMPLOY PROB1 EFF 8/27/14
HOWARD	PATRICIA	B	Teacher, Elementary	PONY EXPRESS ELEMENTARY SC	9/2/2014	6/30/2015	EMPLOY PROB1 EFF 9/2/14
SINGH	SHAILA	B	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTME	9/29/2014	6/30/2015	EMPLOY PROB1 EFF 9/29/14
<b>STATUS CHANGE</b>							
VICK	LINDA	Q	Teacher, Unassigned	REASSIGNED	7/1/2014	6/30/2015	STCHG .20 PERM 7/1/14
SYNHORST	KARA	Q	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2014	6/30/2015	STCHG .80 LTA(B) 7/1/14-6/30/15
STOCKTON	RYAN	C	Teacher, Spec Ed	HIRAM W. JOHNSON HIGH SCHO	8/29/2014	6/30/2015	STCHG PROB2 EFF 8/29/14
GUINN	THERESE	A	Lang. Speech & Hearing	SPECIAL EDUCATION DEPARTME	10/6/2014	6/30/2015	STCHG FR .60 EFF 10/6/14
WALKER	SAMANTHA	C	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	9/1/2014	6/30/2015	STCHG FR PROB 0, EFF 9/1/14
FERGUSON	AMANDA	B	Teacher, Spec Ed	ROSA PARKS MIDDLE SCHOOL	5/14/2014	6/30/2014	STCHG FR PROB 5/14/14
HUYNH	LINDA	C	Teacher, Spec Ed	CAROLINE WENZEL ELEMENTAR	9/1/2014	6/30/2015	STCHG FR PROB0, EFF 9/1/14
BRUMM	VIRGINIA	R	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2014	6/30/2015	STCHG LTA(A) 7/1/14-6/30/15
NEWMAN	MINDEN	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2014	6/30/2015	STCHG PERM LTA 7/1/14-6/30/15
NEWMAN	MINDEN	R	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2014	6/30/2015	STCHG PERM LTA 7/1/14-6/30/15
BEUTLER	CAROLYN	R	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTA	10/10/2014	6/30/2015	STCHG PERM LTA/TR 10/10-6/30/15
FERGUSON	AMANDA	C	Teacher, Spec Ed	ROSA PARKS MIDDLE SCHOOL	7/1/2014	6/30/2015	STCHG PROB2 7/1/14
STOCKDALE	LUTISHA	B	Teacher, High School	HEALTH PROFESSIONS HIGH SCI	7/1/2014	6/30/2015	REA /TR 7/1/14
STEWART	CINDEE	A	Teacher, Elementary Spe	SUSAN B. ANTHONY ELEMENTAR	9/22/2014	6/30/2015	REA/STCHG/TR EFF 9/22/14
STEWART	CINDEE	A	Teacher, Elementary Spe	WOODBINE ELEMENTARY SCHO	9/22/2014	6/30/2015	REA/STCHG/TR 9/22/14
VARELLAS	DAVID	A	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	9/12/2014	6/30/2015	REA/TR 9/12/14
WILSON	CINNAMON	A	Teacher, Resource, Spec	FERN BACON BASIC MIDDLE	8/27/2014	6/30/2015	REA/TR 8/27/14
SIMES	ALISON	R	Teacher, Resource, Elem	BOWLING GREEN ELEMENTARY	8/27/2014	6/30/2015	REA/STCHG PERM LTA/TR 8/27/14
LAMPKINS	TARA	A	Teacher, Resource	FATHER K.B. KENNY	8/27/2014	6/30/2015	REA/TR 8/27/14
NICHOLS	ERIKA	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	8/27/2014	6/30/2015	REA/TR 8/27/14
HETLAND	MICHELE	A	Teacher, Middle School	FERN BACON BASIC MIDDLE	7/1/2014	6/30/2015	REA/STCHG/TR 7/1/14



**LEAVES**

FAYER	ALYSSA	C	Teacher, Middle School	FERN BACON BASIC MIDDLE	10/3/2014	6/30/2015	LOA (PD) FMLA / HE 10/3-11/28/14
FULLOVE	AFRICA	O	Teacher, Spec Ed	SUTTERVILLE ELEMENTARY SCH	9/2/2014	11/7/2014	LOA (UNPD) ED 9/2/14-11/7/14
WILSON	ALLEN	A	Teacher, Elementary	PHOEBE A HEARST BASIC ELEM.	8/27/2014	12/31/2014	LOA HE PD 8/27/14-12/31/14
JOHNSON KELLER	MARISSA	A	Teacher, Middle School	SUTTER MIDDLE SCHOOL	8/18/2014	2/16/2015	LOA HE PD 8/27-2/15/15
WHITEHEAD	ROBERT	A	Teacher, Elementary	HOLLYWOOD PARK ELEMENTAR'	10/2/2014	6/30/2015	LOA PD ADMIN 10/2-6/30/15
REEVES	CHRISTINE	A	Teacher, K-8	LEONARDO da VINCI ELEMENTAR	8/27/2014	6/30/2015	LOA PD HE/FMLA 8/27-6/30/15

**TERM/RESIGN/RETIRE**

LIUZZI	JOAN	A	Counselor, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2013	6/30/2014	RETIRED RV 6/30/14
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**Attachment 2: CLASSIFIED 11/06/2014**

<b>NameLast</b>	<b>NameFirst</b>	<b>JobPerm</b>	<b>JobClass</b>	<b>PrimeSite</b>	<b>BegDate</b>	<b>EndDate</b>	<b>Comment</b>
<b>EMPLOY</b>							
HERNANDEZ	HUGO	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	9/29/2014	6/30/2015	EMPLOY PROB1 9/29/14
SEM	CHANDAVID	B	Inst Aid, Spec Ed	TAHOE ELEMENTARY SCHOOL	9/29/2014	6/30/2015	EMPLOY PROB1 9/29/14
<b>RE-EMPLOY</b>							
WHARTON	JASON	NULL	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCH	9/29/2014	6/30/2015	REEMPLOY EFF 9/29/14
<b>STATUS CHANGE</b>							
PEREZ	STEVEN	B	Campus Monitor	ROSA PARKS MIDDLE SCHOOL	8/27/2014	10/31/2014	STCHG FR .375 EFF 8/27/14
TUTTLE	MENDE	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	9/2/2014	6/30/2015	AMEND STCHG PROB1/TR FR MLK 9/2/14
<b>LEAVES</b>							
HANNON	SCARLOTTE	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCH	10/6/2014	11/18/2014	LOA (UNPD) ED EFF 10/6-11/18/14
LEY	SARAH	A	Inst Aid, Spec Ed	SPECIAL EDUCATION DEPARTME	9/29/2014	6/30/2015	LOA(PD) ADMIN/ 9/29/14-6/30/15
GARCIA	MARIA	A	Instructional Aide	A.WARREN McCLASKEY ADULT	7/29/2014	10/8/2014	AMEND PD HE LOA 7/29-10/8/14
GARCIA	MARIA	A	Instructional Aide	A.WARREN McCLASKEY ADULT	10/9/2014	6/30/2015	RET FR PD HE LOA 10/9/14
<b>SEP/RESIGN/RETIRE</b>							
BEERMANN XIV	CARL	A	Fund Spec	BUDGET SERVICES	10/1/2014	10/3/2014	RESIGNED OJ 10/3/14
KRANZ	MORGAN	B	IEP Desig Inst Para-Sp E	SPECIAL EDUCATION DEPARTME	9/3/2013	5/1/2014	SEP/RESIGN EFF 5/1/14
STANLEY	KEITH	B	Supervisor IV, Printing	CENTRAL PRINTING SERVICES	7/1/2014	10/29/2014	SEP/RETIRE 10/29/14
FONSECA	GINA	A	Carpet/Floor Maint Worker	BUILDINGS & GROUNDS/OPERAT	7/1/2014	12/3/2014	SEP/RETIRE 12/3/14
BRYANT	RICHARD	A	Roofer	FACILITIES MAINTENANCE	7/1/2014	12/30/2014	SEP/RETIRE 12/30/14



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1c

**Meeting Date:** November 6, 2014

**Subject:** West Campus Field Trip to the 2014 Nike Basketball Tournament of Champions from December 17 – 23, 2014

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

**Division:** Chief of Schools

**Recommendation:** Approve West Campus Field Trip to the 2014 Nike Basketball Tournament of Champions from December 17 – 23, 2014

**Background/Rationale:** On December 17 – 23, 2014 ten West Campus students, one basketball coach and one parent chaperone will travel to Phoenix, Arizona for the 2014 Nike Basketball Tournament of Champions.

**Financial Considerations:** No cost to the district. Expenses paid through parent contribution and fundraising.

**Documents Attached:** Out of State Field Trip Documents

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

**Submitted by:** Lisa Allen, Chief of Schools

**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 West Campus High School Date September 25, 2014

Teacher's Name John Langston Room # \_\_\_\_\_ Telephone # 531-3529  
 Fax # \_\_\_\_\_

Field Trip Destination Phoenix, Arizona

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

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

Route Using Airline Transportation

Educational nature of field trip/excursion 2014 Nike Basketball Tournament of Champions

Depart Date 12/17/14 Time 9:25 am/pm

Return Date 12/23/14 Time 10:00 am/pm

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

Funding Source Fundraising/Personal Financial Assistance Available? ☒ yes ☐ no

Number of students participating: 10

Adult Supervisors/ Drivers:

DRIVER

DRIVER

1) Donna Bell-Dent ☐ yes ☒ no 2) \_\_\_\_\_ ☐ yes ☐ no  
 3) \_\_\_\_\_ ☐ yes ☐ no 4) \_\_\_\_\_ ☐ yes ☐ no

Teachers and Staff Attending:

1) John Langston ☐ yes ☒ no 2) \_\_\_\_\_ ☐ yes ☐ no  
 3) \_\_\_\_\_ ☐ yes ☐ no 4) \_\_\_\_\_ ☐ yes ☐ no

Principal Approval \_\_\_\_\_

Date 10/1/14

Risk Management Approval (Unusual Activities) \_\_\_\_\_

Date 10/22/14

Segment Administrator Approval \_\_\_\_\_

Date 10/8/14

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

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

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

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

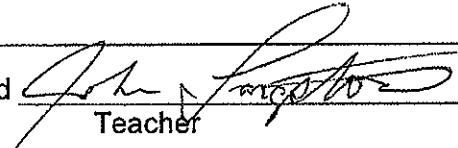
School Name West Campus High School Date September 25, 2014  
 Teacher's Name John Langston Room # \_\_\_\_\_ Telephone # 531-3529

Field Trip Destination Phoenix, Arizona

Reason for travel Nike Basketball Tournament of Champions from December 17-23,  
2014.

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   
 Teacher

**Approvals:**

 10/1/14  
 Principal Date

 10/22/14  
 Risk Management Dept Date

 10/8/14  
 Segment Administrator Date

 10.22.14  
 Superintendent Date

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

# TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

<b>Request to Attend:</b> <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	<b>Purpose for Attending:</b> <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	<b>Instructions:</b> This form must be completed and received in Accounts Payable at least <b>30 days</b> prior to the proposed trip- <b>60 days</b> if out-of-state.  REQ # _____
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School/Department WEST CAMPUS HIGH SCHOOL Date 9/25/14

Date(s) of Event DECEMBER 17-23, 2014 Location PHOENIX, ARIZONA

Event Title (attach brochure) 2014 NIKE TOURNAMENT OF CHAMPIONS

Purpose\* GIRLS VARSITY TOURNAMENT

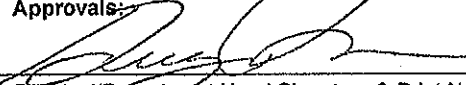
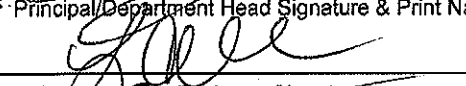
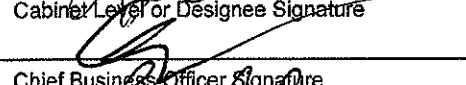
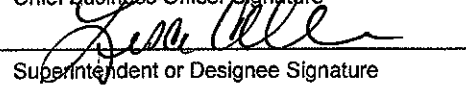
\*(what value does this activity give students, attendees, staff, department/site or community?) \_\_\_\_\_

How does this travel align with the District's strategic plan? \_\_\_\_\_

How will this activity/event be used and shared? \_\_\_\_\_

Name of Attendee(s) (attach sheet for additional attendees)	Position	Substitute (Y/N)* *	No. of Days Required	Budget Code (for substitute)
JOHN LANGSTON	COACH	No		
DONNA BELL-DENT	PARENT	No		
		No		
		No		
		No		

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

<b>Approvals:</b>  Principal/Department Head Signature & Print Name <u>10/16/14</u> Date  Cabinet Level or Designee Signature <u>10/8/14</u> Date  Chief Business Officer Signature <u>10/16/14</u> Date  Superintendent or Designee Signature <u>10.22.14</u> Date	District cost for all attendees (estimate) Registration Fee *** <u>0.00</u> Meals included? <input type="checkbox"/> No B <input type="checkbox"/> L <input type="checkbox"/> D <input type="checkbox"/> Lodging _____ Transportation _____ Meals _____ Other _____ <b>TOTAL</b> \$ <u>0.00</u>
---	---

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

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

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

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



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1d

**Meeting Date:** November 6, 2014

**Subject:** Approve Amended Changes to Board Policy 5150: Foster Youth to be  
Titled as Board Policy 6173.1: Foster Youth

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

**Department:** Foster Youth/Legal

**Recommendation:** Approve amendment to Foster Youth Policy renumbering from 5150 to 6173.1 in order to align with California School Board Association's numbering system.

**Background/Rationale:** To align with CSBA numbering system.

**Financial Considerations:** none

**Documents Attached:**  
Original and red-lined BP Foster Youth

**Estimated Time of Presentation:** (N/A if on Consent Agenda)

**Submitted by:** Raoul Bozio, Manager II, Legal Services

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

# Sacramento City USD

## Board Policy

### **Education For Foster Youth**

#### **BP 6173.1**

#### **Instruction**

The Governing Board acknowledges its obligation to support foster youth and provide them with full access to the district's educational program, as well as implement strategies as necessary to improve academic achievement and behavioral performance of foster youth in the district.

The Governing Board also recognizes that foster youth are a very transient population. This transiency may lead to unstable school placements. In addition, many foster youth have experienced trauma and loss, both of which are known to affect students' academic success. Multiple barriers facing foster youth may also result in an increase in classroom disruption and students missing out on valuable academic time. Loss of school time causes many foster youth to fall behind their peers and eventually lose interest in school.

This policy will set a course of action for staff, administrators and schools to follow in order to comply with current legislation to address the needs and rights of foster youth within the district. This policy includes regulations regarding the district's educational liaison for foster youth, foster youth enrollment, transfer of course work and credits, graduation requirements and extra-curricular activities.

The goal of this policy is to ensure the protection of foster youth rights and that foster youth receive the necessary tools and supports needed to ensure that their educational journey is successful.

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6173 - Education for Homeless Children)

### **Definitions**

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and



satisfies the criteria specified in Education Code 42238.01.  
(Education Code 42238.01, 48853.5)

Pursuant to Education Code 42238.01, as added by AB 97 (Ch. 47, Statutes of 2013), “foster youth” includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all district students.  
(Education Code 48850, 48853)

### **School climate**

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students’ self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth’s feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

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

(cf. 0450 - *Comprehensive Safety Plan*)

(cf. 5131 - *Conduct*)

(cf. 5131.2 - *Bullying*)

(cf. 5137 - *Positive School Climate*)

(cf. 5138 - *Conflict Resolution/Peer Mediation*)

(cf. 5145.3 - *Nondiscrimination/Harassment*)

(*cf.* 5145.9 - *Hate-Motivated Behavior*)  
(*cf.* 6020 – *Parent Involvement*)

### **District Liaison**

Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth.

The Superintendent designates the following position as the district's educational liaison for foster youth: (Education Code 48853.5)

Coordinator, Foster Youth Services  
5735 47<sup>th</sup> Avenue, Box # 763  
Sacramento, CA 95824  
(916) 643-9409

### **Enrollment**

Education Code 48853 and 48853.5 provide regulations regarding the educational rights of foster youth.

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

- a. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency;  
(*cf.* 6159 - *Individualized Education Program*)  
(*cf.* 6159.2 - *Nonpublic, Nonsectarian School and Agency Services for Special Education*)
- b. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program;

At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be

served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

- a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;  
(*cf. 5125.2 - Withholding Grades, Diploma or Transcripts*)
- b. Does not have clothing normally required by the school, such as school uniforms  
(*cf. 5132 - Dress and Grooming*)
- c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation  
(*cf. 5141.26 - Tuberculosis Testing*)  
(*cf. 5141.31 - Immunizations*)  
(*cf. 5141.32 - Health Screening for School Entry*)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school;
- b. A verified court appearance or related court-ordered activity.  
(*cf. 5121 - Grades/Evaluation of Student Achievement*)

### **Transfer of Coursework and Credits**

Education Code 51225.2 addresses the transferability of coursework completed by foster youth.

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

The district's educational liaison for foster youth shall work with registrars, counselors and/or administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD.

## **Graduation Requirements**

Pursuant to Education Code 51225.3, any foster youth who transfers into the district or between district schools in grades 11-12 is exempted from locally established high school graduation requirements.

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements that are in addition to the statewide coursework requirements specified in Education Code Section 51225.3, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

## **Outstanding fees**

Education Code 48904 (b) (2)) provides the process for all students to participate in a program of voluntary work for the minor in lieu of the payment of outstanding fees.

When a foster youth has outstanding fees, fines, textbooks, or other items and is unable to pay or return the property, the school district shall provide a program of voluntary work in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the foster youth shall be released. (Education Code 48904 (b) (2))

## **Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

## **Collaboration & Information Sharing**

Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth. In addition, the Superintendent or designee shall establish protocol to ensure the timely and appropriate sharing of foster youth educational records with the applicable placement agencies.

*(cf. 1020 - Youth Services)*

### **Local Control Accountability Plan (LCAP)**

Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

*(cf. 0500 - Accountability)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

### **Foster Youth Council**

The Superintendent, or designee, may develop a Foster Youth Council made up of current and/or former foster youth students. The purpose of the Foster Youth Council is to provide input regarding Foster Youth Services programming, as well as provide feedback to the district regarding progress to Local Control Accountability Plan goals that are specific to foster youth.

Legal Reference:

#### EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services  
48645-48646 Juvenile court schools  
48850-48859 Educational placement of students residing in licensed children's institutions  
48915.5 Suspension and expulsion; students with disabilities, including foster youth  
48918.1 Notice of expulsion hearing for foster youth  
49061 Student records  
49069.5 Foster care students, transfer of records  
49076 Access to student records  
51225.1 Exemption from district graduation requirements  
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
51225.3 High school graduation  
52060-52077 Local control and accountability plan  
56055 Rights of foster parents in special education  
60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators  
1529.2 Training of licensed foster parents  
120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction  
309 Investigation and release of child  
317 Appointment of legal counsel  
361 Limitations on parental or guardian control  
366.27 Educational decision by relative providing living arrangements  
602 Minors violating law; ward of court  
726 Limitations on parental or guardian control  
727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs  
11431-11435 McKinney-Vento Homeless Assistance Act



APPROVED

## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** September 4, 2014.

**Subject:** New Foster Youth Board Policy – BP 5150

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

**Department:**

Youth Development Support Services Department.

**Recommendation:**

Approve new Foster Youth Services Board Policy

**Background/Rationale:**

The purpose of this brief presentation is to provide a summary of Foster Youth Board Policy and highlight revisions made since last Board meeting. As presented to the Board on August 21, 2104, the new Foster Youth Board policy will allow SCUSD to formally align to state and federal legislation regarding foster youth.

**Financial Considerations:**

None

**Documents Attached:**

Executive Summary  
Final Revised – BP 5150  
Redline Revision – BP 5150

**Estimated Time of Presentation:** 4 minutes

**Submitted by:** Lisa Allen, Interim Chief of Schools; Stacey Bell,  
Youth Development Director & Aliya Holmes, Foster  
Youth Services Coordinator

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

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: New Foster Youth Board Policy

Date of Board Meeting: September 4, 2014

### I. OVERVIEW / HISTORY

The proposed new Foster Youth Board Policy will ensure the district's alignment with current legislative requirements, and continue the work of Foster Youth Services (FYS) as presented to the Board on August 21, 2104.

### III. BUDGET

N/A

### IV. GOALS, OBJECTIVES, AND MEASURES

N/A

### V. MAJOR INITIATIVES

The purpose of this Board presentation is to request approval for the new Foster Youth Board Policy, as previously presented to Board.

The major initiatives of the proposed Foster Youth Board Policy are:

1. Set a course of action for schools, staff and administrators to follow in order to comply with current legislation to address the needs and rights of foster youth within the district;
2. Ensure that foster youth rights are protected;
3. Ensure that foster youth receive the necessary tools and supports needed to ensure that their educational journey is successful.

The Policy covers the following areas as previously presented. Per Board request, an additional area has been added to cover the development of a Foster Youth Council:

1. School Climate;
2. District Liaison;
3. Enrollment;
4. Effects of Absences On Grades;
5. Transfer of Coursework and Credits;
6. Graduation Requirements;
7. Outstanding Fees;
8. Eligibility for Extra Curricular Activities;
9. Collaboration and Information Sharing;
10. Local Control Accountability Plan;
11. Foster Youth Council.



## Board of Education Executive Summary

### Department Name: Youth Development Support Services



Agenda Title: New Foster Youth Board Policy

Date of Board Meeting: September 4, 2014

#### VI. RESULTS

N/A

#### VII. LESSONS LEARNED / NEXT STEPS

If the new Foster Youth Board Policy is approved by Board, the following next steps will be implemented in order to develop the Administrative Regulations and continue the Foster Youth Services work.

- The FYS Coordinator/Ed Liaison, in collaboration with the FYS stakeholders group, will develop Administrative Regulations for approval by the Superintendent and Cabinet;
- The FYS Coordinator/Ed Liaison shall work with registrars, counselors and administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD;
- FYS Department will continue ongoing focus on Whole Child-Whole Year, by continuing to provide foster youth with priority access and intentional engagement into youth development and other support programming;
- Utilizing Social Justice Youth Development principal of keeping youth at the center, FYS has developed a Foster Youth Council. This advisory group consists of foster youth student representatives from various school sites who will work in partnership with the SCUSD FYS administration and staff in both program development and LCAP implementation;
- SCUSD FYS will continue to look for funding and other ways to support ongoing services for all foster youth within the district, including but not limited to mentoring services.

# Sacramento City USD

## Board Policy Foster Youth

### BP

The Governing Board acknowledges its obligation to support foster youth and provide them with full access to the district's educational program, as well as implement strategies as necessary to improve academic achievement and behavioral performance of foster youth in the district.

The Governing Board also recognizes that foster youth are a very transient population. This transiency may lead to unstable school placements. In addition, many foster youth have experienced trauma and loss, both of which are known to affect students' academic success. Multiple barriers facing foster youth may also result in an increase in classroom disruption and students missing out on valuable academic time. Loss of school time causes many foster youth to fall behind their peers and eventually lose interest in school.

This policy will set a course of action for staff, administrators and schools to follow in order to comply with current legislation to address the needs and rights of foster youth within the district. This policy includes regulations regarding the district's educational liaison for foster youth, foster youth enrollment, transfer of course work and credits, graduation requirements and extra-curricular activities.

The goal of this policy is to ensure the protection of foster youth rights and that foster youth receive the necessary tools and supports needed to ensure that their educational journey is successful.

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6173 - Education for Homeless Children)

### Definitions

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.

(Education Code 42238.01, 48853.5)

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*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

### **School climate**

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students’ self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth’s feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

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

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 6020 – Parent Involvement)*

### **District Liaison**

Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth.

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### **Enrollment**

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- a. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency;  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*
- b. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program;

At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee

of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

- a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;  
(*cf. 5125.2 - Withholding Grades, Diploma or Transcripts*)
- b. Does not have clothing normally required by the school, such as school uniforms  
(*cf. 5132 - Dress and Grooming*)
- c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation  
(*cf. 5141.26 - Tuberculosis Testing*)  
(*cf. 5141.31 - Immunizations*)  
(*cf. 5141.32 - Health Screening for School Entry*)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school;
- b. A verified court appearance or related court-ordered activity.  
(*cf. 5121 - Grades/Evaluation of Student Achievement*)

### **Transfer of Coursework and Credits**

Education Code 51225.2 addresses the transferability of coursework completed by foster youth.

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

The district's educational liaison for foster youth shall work with registrars, counselors and/or administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD.

### **Graduation Requirements**

Pursuant to Education Code 51225.3, any foster youth who transfers into the district or between district schools in grades 11-12 is exempted from locally established high school graduation requirements.

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements that are in addition to the statewide coursework requirements specified in Education Code Section 51225.3, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

### **Outstanding fees**

Education Code 48904 (b) (2)) provides the process for all students to participate in a program of voluntary work for the minor in lieu of the payment of outstanding fees.

When a foster youth has outstanding fees, fines, textbooks, or other items and is unable to pay or return the property, the school district shall provide a program of voluntary work in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the foster youth shall be released. (Education Code 48904 (b) (2))

### **Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

### **Collaboration & Information Sharing**

Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth. In addition, the Superintendent or designee shall establish protocol to ensure the timely and appropriate sharing of foster youth educational records with the applicable placement agencies.

*(cf. 1020 - Youth Services)*

### **Local Control Accountability Plan (LCAP)**

Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

*(cf. 0500 - Accountability)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

### **Foster Youth Council**

The Superintendent, or designee, may develop a Foster Youth Council made up of current and/or former foster youth students. The purpose of the Foster Youth Council is to provide input regarding Foster Youth Services programming, as well as provide feedback to the district regarding progress to Local Control Accountability Plan goals that are specific to foster youth.

Legal Reference:

#### EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services  
48645-48646 Juvenile court schools  
48850-48859 Educational placement of students residing in licensed children's institutions  
48915.5 Suspension and expulsion; students with disabilities, including foster youth  
48918.1 Notice of expulsion hearing for foster youth  
49061 Student records  
49069.5 Foster care students, transfer of records  
49076 Access to student records  
51225.1 Exemption from district graduation requirements  
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
51225.3 High school graduation  
52060-52077 Local control and accountability plan  
56055 Rights of foster parents in special education  
60851 High school exit examination  
HEALTH AND SAFETY CODE  
1522.41 Training and certification of group home administrators  
1529.2 Training of licensed foster parents  
120341 Foster youth: school placement: immunization records  
WELFARE AND INSTITUTIONS CODE  
300 Children subject to jurisdiction  
309 Investigation and release of child  
317 Appointment of legal counsel  
361 Limitations on parental or guardian control  
366.27 Educational decision by relative providing living arrangements  
602 Minors violating law; ward of court  
726 Limitations on parental or guardian control  
727 Order of care, ward of court  
16000-16014 Foster care placement  
UNITED STATES CODE, TITLE 20  
1415 Procedural safeguards; placement in alternative educational setting  
UNITED STATES CODE, TITLE 29  
794 Rehabilitation Act of 1973, Section 504  
UNITED STATES CODE, TITLE 42  
670-679b Federal assistance for foster care programs  
11431-11435 McKinney-Vento Homeless Assistance Act



# Sacramento City USD

## Board Policy Foster Youth

### BP

The Governing Board acknowledges its obligation to support foster youth and provide them with full access to the district's educational program, as well as implement strategies as necessary to improve academic achievement and behavioral performance of foster youth in the district.

The Governing Board also recognizes that foster youth are a very transient population. This transiency may lead to unstable school placements. In addition, many foster youth have experienced trauma and loss, both of which are known to affect students' academic success. Multiple barriers facing foster youth may also result in an increase in classroom disruption and students missing out on valuable academic time. Loss of school time causes many foster youth to fall behind their peers and eventually lose interest in school.

This policy will set a course of action for staff, administrators and schools to follow in order to comply with current legislation to address the needs and rights of foster youth within the district. This policy includes regulations regarding the district's educational liaison for foster youth, foster youth enrollment, transfer of course work and credits, graduation requirements and extra-curricular activities.

The goal of this policy is to ensure the protection of foster youth rights and that foster youth receive the necessary tools and supports needed to ensure that their educational journey is successful.

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6173 - Education for Homeless Children)

### Definitions

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.

(Education Code 42238.01, 48853.5)

Pursuant to Education Code 42238.01, as added by AB 97 (Ch. 47, Statutes of 2013), “foster youth” includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all district students.  
(Education Code 48850, 48853)

### **School climate**

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students’ self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth’s feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

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

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

(cf. 6020 – Parent Involvement)

### District Liaison

Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth.

The Superintendent designates the following position as the district's educational liaison for foster youth: (Education Code 48853.5)

Coordinator, Foster Youth Services  
5735 47<sup>th</sup> Avenue, Box # 763  
Sacramento, CA 95824  
(916) 643-9409

### Enrollment

Education Code 48853 and 48853.5 provide regulations regarding the educational rights of foster youth.

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

- a. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency;  
(cf. 6159 - Individualized Education Program)  
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- b. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program;
- c. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be

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served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

- a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;  
(*cf. 5125.2 - Withholding Grades, Diploma or Transcripts*)
- b. Does not have clothing normally required by the school, such as school uniforms  
(*cf. 5132 - Dress and Grooming*)
- c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation  
(*cf. 5141.26 - Tuberculosis Testing*)  
(*cf. 5141.31 - Immunizations*)  
(*cf. 5141.32 - Health Screening for School Entry*)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

#### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school;
- b. A verified court appearance or related court-ordered activity.  
(*cf. 5121 - Grades/Evaluation of Student Achievement*)

#### **Transfer of Coursework and Credits**

Education Code 51225.2 addresses the transferability of coursework completed by foster youth.

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When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

The district's educational liaison for foster youth shall work with registrars, counselors and/or administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD.

## Graduation Requirements

Pursuant to Education Code 51225.3, any foster youth who transfers into the district or between district schools in grades 11-12 is exempted from locally established high school graduation requirements.

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To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements that are in addition to the statewide coursework requirements specified in Education Code Section 51225.3, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

## Outstanding fees

Education Code 48904 (b) (2)) provides the process for all students to participate in a program of voluntary work for the minor in lieu of the payment of outstanding fees.

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A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

~~Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth.~~

### **Collaboration & Information Sharing**

Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth. In addition, the Superintendent or designee shall establish protocol to ensure the timely and appropriate sharing of foster youth educational records with the applicable placement agencies.

*(cf. 1020 - Youth Services)*

### **Local Control Accountability Plan (LCAP)**

Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

*(cf. 0500 - Accountability)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

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The Superintendent, or designee, may develop a Foster Youth Council made up of current and/or former foster youth students. The purpose of the Foster Youth Council is to provide input regarding Foster Youth Services programming, as well as provide feedback to the district regarding progress to Local Control Accountability Plan goals that are specific to foster youth.

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56055 Rights of foster parents in special education  
60851 High school exit examination

#### HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators  
1529.2 Training of licensed foster parents  
120341 Foster youth: school placement: immunization records

#### WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction  
309 Investigation and release of child  
317 Appointment of legal counsel  
361 Limitations on parental or guardian control  
366.27 Educational decision by relative providing living arrangements  
602 Minors violating law; ward of court  
726 Limitations on parental or guardian control  
727 Order of care, ward of court

16000-16014 Foster care placement

#### UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

#### UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs  
11431-11435 McKinney-Vento Homeless Assistance Act



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1e

**Meeting Date:** November 6, 2014

**Subject:** **Approve Child Development Non-Federal Match (In-kind) Policies and Procedures/Valuation Table**

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

**Division:** Academic Office/Child Development

**Recommendation:**

Child Development is requesting that the newly revised Non-Federal Match (In-Kind) Policies and Procedures as well as the Non-Federal Share Categories (NFS) (Valuation Table) be placed as an item on the Board consent agenda.

**Background/Rationale:**

The **Head Start Act** stipulates that the Federal share of the total costs of the Head Start program will not exceed 80 percent of the total grantee budget unless a waiver has been granted (**Head Start Act Section 640(b)**). The Non-Federal match is defined as that portion of the total costs of the program provided by the grantee agency in the form of in-kind donations or cash match received from third parties or contributed by the agency. In-kind contributions must be provided and cash expended during the project period, along with Federal funds to satisfy the matching requirements. The Non-Federal share must meet the same criteria for allowability, allocability and reasonableness as other costs incurred and paid with Federal funds.

**Financial Considerations:** N/A

**Documents Attached:**

Non-Federal Match (In-Kind) Policies & Procedures  
Non-Federal Share Categories (NFS) (Valuation Table)

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

**Submitted by:** Olivine Roberts, Ed.D., Chief Academic Officer and  
Dr. Wanda Roundtree, Director, Child Development

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



**Sacramento City Unified School District-Child Development (SCUSD)(9-24-14)**  
**Non-Federal Match (In-kind) Policies and Procedures**

Public Law 110-134 “improving Head Start for School Readiness Act of 2007 states that the: “federal share will not exceed 80% of the total cost of the program. Total cost is defined as: federal share, plus nonfederal share, less refunds, rebates, etc.” The non- federal share is defined as the donation of goods and services by outside sources, i.e., donated land, facilities, discounted rent, materials, equipment, volunteers, student interns, etc., cash donated by outside sources and expended on program costs as well as cash contributed to the program by the agency and expended on program costs in the current period. The federal regulations (45 CFR, Part 74.23, PART 92.24) further state that the “non-federal share is defined as property or services that benefit a grant supported project or program and are contributed by non-federal third parties without charge to the grantee. Donated goods and services valued as in-kind and used as a match to federal funds must be reasonable, allocable and necessary to the program as well as allowable under applicable costs principals, Finally, in-kind must be verifiable by the recipient’s records and not used as a cost or match to any other federally funded program administered by the same entity.

Sacramento City Unified School District’s (SCUSD) Child Development (CHDV) Department has devised the necessary processes and systems to ensure that cash or in-kind contributions from non-federal sources are carefully documented and monitored. Hence, the program uses an efficient financial management system that separately records both the federal and non-federal share. Such reporting is consistent with SETA’s, SCUSD’s and the department’s budgetary format (subject to the same standards as other expenditures).

***Processes and Procedures:***

**Parents, Guardians or Other Volunteers:**

Parent (guardian) volunteerism or the effective engagement of other volunteers and/or stakeholders in the execution of the Head Start/Early Head Start program is vital to the ongoing successful administration of the program. And while SCUSD-CHDV recognizes that the act of volunteering can be directly beneficial to the individual, only those volunteer hours that benefit the program (services that are allowable), are appropriately valued and counted towards the non-federal share. In the case of parents’ or guardians’ volunteer activities, only the efforts that support the Head Start child’s experience and that have been specifically articulated by the teacher or the home visitor as instrumental in the effective implementation of the curriculum utilized by the SCUSD-CHDV, will be used as in-kind. Examples of allowable activities include but are not limited to:

- Assisting in the classroom or during a field trip
- Participation in the parent Policy Committee (PC) meetings or Parent Advisory Committee meetings (PAC)
- Participating in employment interviews

Assisting in the review and/or revision of service area plans (i.e., nutrition, education, governance) facility checks and other special, ad-hoc committees

During orientation, teachers inform parents of the myriad of opportunities for authentic parent engagement. Teachers and home visitors are required to ensure that all parent volunteer hours are appropriately documented, using the Head Start/Early Head Start Classroom Volunteer Activities or the In-Home Activity Record form. Forms must include all of the pertinent information such as the

appropriate date(s), identification of the type activity, total number of hours/minutes contributed by the volunteer, parents' or guardian's signature as well as the teacher's signature, which verifies that the information provided on the form is correct.

CHDV teachers and home visitors submit the forms (indicated above) to the CHDV Child Development Specialist (CDS), who then distributes the forms to resource teachers and other lead staff for review. The forms are then returned to the CDS for further verification and valuation of the information provided on the forms.

### ***Reporting & Monitoring***

The CDS submits an in-kind summary report (SETA Certification of Non-Federal [In-Kind] Contributions) of the in-kind contributions to a CHDV program technician (fiscal staff) by the 23rd of each month. The progress and cumulative amount of in-kind are tracked and monitored by program technicians via two methods: (1) a spreadsheet is maintained, which logs the actual dollar amount claimed monthly and (2) the monthly fiscal report contains a monthly and cumulative total. The monthly fiscal report is signed by the CHDV director and then submitted to SETA.

It is important to note that the monthly fiscal reports include all non-federal share contributions received during that reporting period. This includes in-kind contributions resulting from the State-Head Start/Early Head Start collaboration, student intern hours, discounted consultant rates of pay, discounted costs for goods, etc. With regard to the in-kind contributions, i.e., State-EHS/HS collaboration, the program technician runs labor distribution detail reports, which provide the actual salary and benefit costs for teachers and instructional aides. Here, it is important to mention that only the state funded portion of the salaries and benefits is used for the federal match. Additionally, the CHDV program technician uses a valuation chart that includes verified district (fair market) rates for all services rendered to the program, which is updated periodically.

The CHDV director or the program technician provides a monthly report of all revenues, expenses and in-kind contributions to the Parent Policy Committee.

CHDV's grantee, SETA, is committed to providing ongoing fiscal monitoring of CHDV's Head Start/Early Head Start budget. Furthermore, CHDV fiscal records are also regularly monitored by SCUSD fiscal staff and subject to annual audits.

### Non-Federal Share Categories (NFS)

NFS Source	Examples	Rate & Valuation Methodology
Parent Volunteer Hours	<p>Parent volunteers provide one-on-one support to Head Start/Early Head Start children and assist staff with classroom management and supervision. The tasks performed by parent volunteers are consistent with that of the position of instructional aide.</p> <p>For example: using parents as a part of the teacher/child ratios, assisting with prep, set tables for eating, parents extending classroom lesson to work with children at home, etc.</p>	<p>Child Development Instructional Aide rate, plus fixed charges and benefits</p> <p>Reference:  <i>45 CFR Part 92.24 (c)(1)</i>  <i>45 CFR Part 74.23 (d)</i></p>
Policy Committee	<p>The Policy Committee is the decision-making body for the SCUSD Head Start and Early Head Start programs. Elected parents attend monthly meetings to work collaboratively with staff around decision making and program governance tasks.</p> <p>For example: parents approve/ disprove budget modifications, content of the annual grant, new hires/terminations, etc.</p>	<p>Director III rate plus fixed charges and benefits</p> <p>Reference:  <i>45 CFR Part 92.24 (c)(1)</i>  <i>45 CFR Part 74.23 (d)</i></p>
RN Volunteer Hours	<p>Professionals from the health services industry assist program nursing staff with health and wellness screening.</p> <p>For example: dental varnishes, oral screenings, orchestrate and man immunization clinics, etc.</p>	<p>Class C, Step 9, plus fixed charges and benefits</p> <p>Reference:  <i>45 CFR Part 92.24 (c)(2)</i></p>
State Collaboration	<p>Head Start students enrolled in the wrap and full-day options benefit from additional hours of daily classroom instruction funded by the state (CSPP), which includes a focus on children's social emotional, language and cognitive development.</p>	<p>Class A-C; Steps 1-5</p>
Supplies, Services and Donations	<p>Head Start students benefit from required dental screening and varnishing, per the Head Start Performance Standards. Cost savings from services and donations are used to fund additional program needs.</p> <p>For example: classroom supplies, books, parent resource materials, etc.</p>	<p>Applicable fair market value in compliance</p> <p>Reference:  <i>45 CFR Part 92.24(b)(7)(iii)</i></p>

***SCUSD's valuation table is updated each year detailing, actual rates and amounts***





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1f

**Meeting Date:** Nov. 6, 2014

**Subject:** Approve October 2, 2014 Board of Education Meeting Minutes

- ☐ 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 Board of Education Meeting for October 2, 2014.

**Background/Rationale:** None

**Financial Considerations:** None

**Documents Attached:**

1. October 2, 2014 Board of Education Meeting Minutes

**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

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

Thursday, October 2, 2014

**4:30 p.m. Closed Session**

**6:30 p.m. Open Session**

## Serna Center

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

# MINUTES

2014/15-07

*Allotted Time*

## **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 4:35 p.m. by President Woo, and roll was taken.*

### *Members Present:*

*President Darrel Woo  
Vice President Christina Pritchett  
Second Vice President Jay Hansen  
Gustavo Arroyo  
Jeff Cuneo  
Diana Rodriguez*

### *Members Absent:*

*Student Member Asami Saito (arrived at 6:00 p.m.)*

*A quorum was reached.*

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

*No public comment was requested on Closed Session items, and the Board retired to Closed Session.*

## **3.0 CLOSED SESSION**

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

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

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9*
- b) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9*

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

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

3.4 *Government Code 54957 – Public Employee Appointment*

- a. *Principal, Caleb Greenwood Elementary School*

**4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

*The meeting was called back to order at 7:00 p.m. by President Woo.*

*Members Present:*

*President Darrel Woo  
Vice President Christina Pritchett  
Second Vice President Jay Hansen  
Gustavo Arroyo  
Jeff Cuneo  
Diana Rodriguez  
Student Member Asami Saito*

*Members Absent:*

*None*

*The Pledge of Allegiance was led by Tuan Purser, a student from American Legion High School. A Certificate of Appreciation was presented by President Darrel Woo.*

**5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*Superintendent Banda announced that by unanimous decision, the Board approved the appointment of Erin Hansen as Principal of Caleb Greenwood Elementary School. Ms. Hansen was in the audience; she came to the lectern and said a few words.*

**6.0 AGENDA ADOPTION**

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

**7.0 PUBLIC COMMENT**

*15 minutes*

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

*Tom Rogers, a member of the Sacramento area California Teachers' Association/National Education Association Retired Teacher Group, asked if there was a unilateral change to the collective bargaining agreement in terms of retiree benefits. He stated that if that is true he wants the Board to stop and follow the contract.*

*Frank DeYoung, a grandfather of students at Hollywood Park Elementary School, thanked the Board. He has worked with District staff on several committees and several issues over the last two years, and he feels the Board should be proud of the staff. He wanted to recognize and thank District staff.*

*Shari Beck, a District retiree and member of the California Retired Teachers' Association, has e-mailed all Board members earlier in the week and asked if the Board knows that health benefits are to be negotiated as per the contract? She asked the Board to please ratify the contract and follow it.*

*Ralph Merletti addressed the Board a third time about the upcoming solar eclipse with an emphasis on safety. Board members and some Cabinet members had copies of information that Mr. Merletti provided prior to the start of open session. He also provided a web address, [www.svas.org](http://www.svas.org), as a good site to search for finding information on viewing the eclipse safely on October 23<sup>rd</sup> of this year. He suggested looking at their outreach link.*

*Angie Sutherland, a parent of a student at Hollywood Park Elementary, asked for the return of Data Dashboard. She feels it was a wonderful system, created in 2013, that was user friendly. She also shared that the Community Advisory Committee for Special Education (CAC) has a workshop. Part one is October 14, 2014, Engaging Students with Special Needs in the Common Core State Standards, and Part two will be November 18, 2014. The time is 6:30 to 8:30 p.m. at the Serna Center. Free child care is provided. Ms. Sutherland invited Mr. Banda to attend any CAC meeting or workshop.*

*Grace Trujillo had concerns about insurance premium costs.*

*Terrence Gladney, President of the Sacramento Council of PTAs, announced that their first general meeting will be held Monday, October 6<sup>th</sup> from 6:00 to 8:00 p.m. at Shriner's Hospital. He invited Superintendent Banda and the Board to attend. The focus is a community resource fair for senior projects and possible future careers for students in general.*

## **8.0 CONSENT AGENDA**

*2 minutes*

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

### **8.1 Items Subject or Not Subject to Closed Session:**

**8.1a** *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo)*

**8.1b** *Approve Personnel Transactions (Cancy McArn)*

**8.1c** *Approve 2013-14 Year End Financial Reports Unaudited Actuals, Transfers and Budget Revisions (Gerardo Castillo)*

**8.1d** *Approve Business and Financial Report: Warrants and Checks Issued for the Period of August 2014 (Gerardo Castillo)*



8.1e Approve Alice Birney Waldorf-Inspired K-8 School Field Trip to Ashland, Oregon/October 21 – 24, 2014 (Lisa Allen)

Item 8.1c was pulled from the Consent Agenda and is not part of Consent approval. Interim CBO Gerardo Castillo gave a presentation on this Item. Member Rodriguez thanked Mr. Castillo and asked about the difference of an excess budget and a deficit budget, differences between restricted and unrestricted funds, and where those funds are stored. She also asked Mr. Castillo how he thought a good balance could be met in trying to meet the needs of current students, but not at the expense of future students. Mr. Castillo replied and explained the District's One Stop Staffing budgeting process; the Budget Department meets with Principals in the middle of the school year to plan the following year's budget as well as review the current year's budget. It is hoped that the school sites will spend their budget in the year allocated, however there is some flexibility within some funds that carry forward to plan for costs in a subsequent year. The current process takes in this bigger picture. President Woo asked for a motion to approve. Member Rodriguez moved that the 2013-14 Year End Financial Reports Unaudited Actuals, Transfers and Budget Revisions be approved. Vice President Pritchett seconded the motion. It was approved unanimously.

There was no public comment on this Item.

Public Comment on Consent Agenda

Ralph Merletti commented on the Alice Birney Waldorf-Inspired K-8 School Field Trip, Item 8.1e. He also commented on a partial solar eclipse that coincides with the trip and provided some printed information.

Board Member Comments on Consent Agenda

None

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

**9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES**

9.1 Approve Board Resolution #2812: Resolution Opposing Shooting Range in the Immediate Proximity of George Washington Carver School of Arts and Science (Board) **Action**

Superintendent Banda explained that a gun club will be located next to George Washington Carver School of Arts and Science in the near future. There have been on-going discussions with the City Council as the location is within the boundaries of Rancho Cordova. This has been a concern for the Board, parents, students, teachers, and community. The Superintendent acknowledged the City Council's willingness to have conversations to see what happened and if there is any solution that can address the issue. Representatives from Rancho Cordova were in attendance to make a statement. The Board has crafted Resolution #2812 to go on the record to say that the Board does not think this is an acceptable placement for this type of a business, but given the circumstances, how can we work together to either mitigate or work on some types of resolutions to address and allay some concerns and fears that are in the community, and to educate as well.

Public Comment

Joe Chinn, Assistant City Manager of Rancho Cordova, read a letter from City Manager Brian Nakamura which addressed Item No. 9.1. All Board members had copies. The letter was written on behalf of the Rancho Cordova City Council, and stated that the City of Rancho Cordova cannot relocate the shooting range under construction at this time. In this instance the City's Planning Department determined that the indoor shooting range is an allowed use for the site. The site is zoned for office, industrial, mixed-use and allows for indoor entertainment such as an indoor shooting range. Because this use is allowed by right no discretionary action is taken by the City Council on the matter and no notice is required to be given to adjacent property owners. As long as the application obtains the required permits and follows the laws, they may locate their business at this location. After learning that the business was under way, City Council directed City staff to research possible amendments to the zoning code related to this type of use which will be discussed in the coming months. The business owners have made it clear to the City that all club members and visitors will be expected to follow California laws related to gun safety. Such laws include a requirement that guns are to be kept unloaded and in a locked container when they are transported from one place to another. They have also been informed that the construction of this business involves extensive noise mitigation and security measures and that the owners will comply with any and all applicable State and Federal regulations related to the use. The letter went on to say that the City will promptly respond to any complaints or concerns related to the business; health and safety of the public is their top priority. Mr. Chinn then said that Board Resolution No. 2812 calling for the relocation is not possible legally and therefore is not an option. He said they do wish the City Council, Board Members, Superintendent, and City Manager continue to meet to find the best solutions for the situation. He then introduced Paul Junker, City Planning Director, and asked if there were any questions for either of them. President Woo replied that before taking Board questions, members of the public would comment first.

Rucha Powers thanked the Board for the pending approval of Resolution No. 2812. She said the website statement as written is direct, clear-minded, and demonstrates the Board's absolute commitment to the safety of District students. She applauded the Board for being brave enough to stand up for what is right over what is legally allowed. She asked the Board to please apply all powers and options in making sure that the Sacramento Gun Club does not open its doors in the next several weeks as they are advertising. She also stated that she understood old maps were used in the Rancho Cordova planning department which apparently showed only the business park in the area and neither of the District school sites.

Nina Saferstein, a senior at George Washington Carver High School, thanked the Board for herself and everyone at her school for the resolution requesting that the gun club move to a different location and for acknowledging the unnecessary risk of harm posed by the proximity of the gun club to her school. She also thanked the Board for making the students' safety and learning a high priority.

Ralph Merletti wished to go on record as supporting the Board's Resolution No. 2812, and he asked why weren't the Board, the area, and the school given earlier and clear notification? He also asked why couldn't the gun club have been located further away from the school, even if it is zoned industrial?

Alex Visaya, Jr. stressed that safety for the students should be above all regarding this matter. He also feels the gun club should move somewhere else to make sure that students are protected.

#### Board Member Comments

Member Rodriguez stated that she has past work experience in a planning department outside of the local area and so understands the processes that take place, however she feels a level of discernment needs to happen as well with staff and the property owner. Even though old maps may have been used, the property owner also needs to be responsible.

Member Arroyo thanked the staff for promptly producing the resolution before the Board. He requested that the Board pass the resolution as is. He feels the Board needs to ask the owner and the City to come up with a plan for relocation. He is not against guns or gun ranges; he is against guns and a gun range next to a school. He understands that there are legal issues, and the Board cannot tell the City how to act

*or may not have legal recourse, but feels the Board has an obligation to request that an option be found to this issue. He also feels the resolution speaks clearly and loudly to what the children and families need in the District.*

*Vice President Pritchett thanked the parents and community members for the overwhelming responses that she got in response to this issue. She also thanked Mr. Chinn and the City Council for the time that they took with the Board, Executive Committee, and Superintendent during the week, and she hopes they can move forward with community meeting as promised. She also looked over the letter submitted and fact sheet and is looking forward to getting the information out to the community. She appreciates that the City is looking to the future, and she is hoping that this can never happen to one of the District schools again. However, this does not protect our students now, and she encourages each Board member to pass the resolution as is.*

*Second Vice President Hansen asked for clarification about the public comment made earlier that mentioned the City had used maps that were not up to date and did not include the school. Paul Junker answered that the school is on their maps. They had an executive team meeting at George Washington Carver. The zoning maps identify the zoning of the property as office, industrial, mixed-use. There is not a different zoning for schools so it is not that the maps are out of date, the zoning maps do not identify schools. Member Hansen then asked if the department knew there was a school there when they were making the decision to allow the facility to move forward. Mr. Junker replied that they did, but that it is more a matter of is it an allowed use. The property owners adjacent and within the industrial district own that building and sought to have that use. Member Hansen also asked if the City felt it was required to tell adjacent property owners, a school district, of this facility. Mr. Junker answered that we have used the word required because often we talk about what is the required noticing, but it's also a question of what's appropriate. Noticing is appropriate when there is a question at issue of can we proceed. Being an allowed use, that is why no noticing occurred. Member Hansen stated that it may have been appropriate. Mr. Junker stated that he did not disagree at this point that there could have been more discussions, but he is not sure if it would have made any difference at all as the issue involves a property owner that has owned the building for a long time, predating the school by years, sought to use that building for a legal use. He believes the property owner is still very interested in making sure that the facility will operate in a way that poses no physical hazard to the students at George Washington Carver. He thinks they will also look for ways to build a relationship that can reduce anxiety because, although there is no physical danger, there is anxiety. Member Hansen stated that he appreciated hearing the comments of Vice President Pritchett and the Superintendent about the cooperative meeting that was held with the City. He appreciates that and hopes that there are some things that can be done moving forward. He will be supporting the resolution. The best case scenario is to not have the facility there, and he hopes that will be the goal. He also appreciates Mr. Chinn's and Mr. Junker's attendance and candor.*

*Member Cuneo said that he values Vice President Pritchett's leadership on the issue and congratulated her for it. He is glad that the Board and the City have been upfront on both sides of the issue, and he understands that legally there are not a lot of options for the Board, but he feels that the Board still needs to be clear morally. Therefore he will be supporting the resolution. He is hopeful that some sort of compromise can occur, and he is very supportive of continued dialogue between the District, the school site, and the City to try and find whatever resolution that would help George Washington Carver continue to thrive and make the students, staff, and faculty feel safe.*

*Student Member Saito stated that she was shocked and close to horrified. Her friends that attend the school let her know that they are scared. She is upset that something with such violence is so close to a school where it is supposed to be safe. If this were her school, she would not feel safe.*

Vice President Pritchett thanked Student Member Saito for her comments and said that had been the response from many of the students. She asked Mr. Chinn and Mr. Junker about the meeting held at George Washington Carver that they mentioned. Mr. Junker replied that the Executive Team of the City of Rancho Cordova holds many meetings throughout the city at many businesses and public institutions. The meeting he mentioned was approximately three years ago. They were not there to meet with the school, but to learn about the school. Vice President Pritchett said Council Member Dave Sander had visited the school recently in light of this issue to speak to the principal, and it is her understanding he expressed they were looking at old maps and that the school was not on the map. It was also brought up at the recent meeting between the Board and the City. Mr. Junker replied that his department has many maps, those that identify zoning, general plan designations, and uses. Vice President Pritchett also stated that it was her understanding that the owner's permit showed indoor recreation area, and at the recent meeting the staff said they were going to pull the permit. Mr. Junker said he personally looked at both the business license and the building permit application, and both listed a gun range with the use as gun educational programs, sales, and gun range. Vice President Pritchett then asked if this was approved by the Planning Department and did not go to the City Council. Mr. Junker replied that this is correct and most businesses do not ever get to the City Council. Most businesses go into a district where they are allowed by right and then go through a process of business licenses and building permits which is what occurred in this case. Vice President Pritchett said that in addition to community and informational meetings that are planned, she would like to have some off-site meetings to go over the documents so that she can answer her community when they ask questions. Mr. Junker replied that he has those, and they were part of what helped to build the process timeline that is in the packet provided to the Board. He has encouraged the owners to conduct tours of the facility as he feels this would alleviate some of the anxiety. Vice President Pritchett said that she is not against guns, gun ranges, or business groups. However, she is against having this range right next to the District school. Mr. Chinn stated that they look forward to having future meetings regarding this issue to find the best outcome. Vice President Pritchett stated that she does as well.

Member Arroyo stated that the concern is not about gun ownership, and he is not against gun ownership. The issue is having guns in close proximity to a school. He asked if there is recourse other than legal, specifically that the owner and the City reach a relocation agreement. Mr. Junker replied that there is a very large financial stake involved. Member Arroyo stated that the City has put all three stakeholders in the same spot. Either the District will lose money through lost ADA, the City for helping with relocation, or the owner. Mr. Junker responded that it has been estimated that the improvements of the gun range represent six million dollars. Also the building has been owned by Fite for many years and has stood vacant for six years although they had sought tenants and lost tenants because they chose not to locate next to the school. They recently lost the Bureau of Automotive Affairs. As this is an industrial zone, Fite chose to use the building in a way that now has caused great concern and, without diminishing that at all, Mr. Junker cannot imagine that the City could undertake six million dollars in damages plus whatever lost revenues would amount to in order to bring about the relocation of the gun range. He looks forward to a discussion where the risks and concerns can be better understood, and feels that visiting the facility once it is to the point of completeness will show that the operation of the range is not the hazard, but society in general. Member Arroyo feels that the circumstance of high traffic guns right next to a school creates concern with parents and students. He asked if the property owner has other properties within the region. Mr. Junker replied that Fite Development has extensive ownerships, and is not aware of what specific buildings they own. Member Arroyo stated that they did then, in fact, have options and that the people affected are students. As the Board always has students first in mind, Member Arroyo encourages not only the passage of this resolution, but also a resolution that encourages relocation.

Member Rodriguez asked if the City will be making some corrective modifications to some of their procedures and, if so, will the Board be notified and included in the dialogue as they are going through

the process? She also asked which corrected procedures will be implemented. Mr. Junker replied that the City Council has already asked that the regulations be reviewed associated with this type of use and that they will absolutely inform the Board of that. Changes would be going forward; they would not be retroactive to an existing use. He anticipates there will be changes to their zoning code as a result of this issue.

President Woo also thanked Vice President Pritchett for bringing the issue to the attention of the Board. He also appreciates the difficult task that the City of Rancho Cordova have, having served six years on the Sacramento City Planning Commission. However, a gun range immediately adjacent to a high school and some of the most vulnerable citizens of the community requires the Board to take a stance to address the issue. He appreciates the City representatives willingness to come and talk, but is hoping the Board's position, and resolution on which the Board is voting, will create a dialogue that will continue so that it is assured the parents, teachers, and students in particular feel safe attending George Washington Carver.

President Woo then asked for a motion to approve Resolution No. 2812. Vice President Pritchett moved that the resolution be passed. Second Vice President Hansen seconded the motion, and it was approved unanimously.

9.2 Revision of Board Policy 6142.7: Physical Education (Iris Taylor/Heather Deckard)

**Information**

Iris Taylor, Assistant Superintendent of Curriculum and Instruction, and Heather Deckard, Physical Education Coordinator, gave a presentation on proposed revisions to Board Policy 6142.7, Physical Education. They shared the history of recent changes to State standards and curricular frameworks in physical education as well as newly updated District policies that warrant the change. They outlined specific details regarding the proposed changes. They also informed of two special cases impacting the awarding of physical education, JROTC and Marching Band. The proposed revision would then be brought to the Board for a second reading, including revisions that may result from direction that the Board provides. Upon approval, they will develop the education and administrative regulations for the policy.

Public Comment

Kirstein Brown, a junior at Rosemont High School, had planned to have Marching Band count as her PE credits. She did this on the advice of her counselor. As a result, she no longer has a place for additional PE in her planned schedule.

Jamie Brown, parent of Kirstein Brown, also understood that four years of Marching Band would satisfy the PE requirement. He requested that the Board exempt his daughter as she is over 16.

Terrence Gladney, a parent of a student at John F. Kennedy High School, remembers when the policy was presented a couple of years ago. He had concerns around the athletic exemption component at that time as state law said it could be exempted. He believes the Board was considering pulling it from the Board policy at that time. He does not understand how our local policy can supersede State policy and feels there should be consistency in the District policies as the policies do not seem to be consistently carried out at the site level.

Maria Haro-Sullivan, a parent of a freshman at West Campus and President of the District Advisory Council (DAC), stated that it would have been nice to have this issue come to the council for parent input. She will take to the DAC as there are high school parents on the committee. Her son is in the new engineering program and Marching Band, and therefore there is no room in his schedule for PE. She would like clarification on the requirements and feels it needs to be communicated to all parents and the school sites.

Board Member Comments

Vice President Pritchett asked Dr. Taylor if she could explain the exemptions. She replied that regarding the two year exemption, the State does allow a two year exemption after the freshman year. So students who are in 9<sup>th</sup> grade must take PE. If they pass the physical fitness test with five out of six, they are able to be exempted from two years of physical education. They must then take the second year within the

remaining three years. Therefore, two years of physical education is a State and graduation requirement. The athletic exemption is an exemption for students who are in interscholastic athletic competition. It needs to be a District sponsored athletic program and needs to be taught by a credentialed teacher. The teacher does not need to be a PE credentialed teacher, but must be a credentialed teacher. As long as the student is in an athletic, competitive program, it allows them to be exempt from physical education. For example, a student that plays football in the Fall and continues in an athletic program throughout the school year can be exempt from physical education. If they do not continue with sports throughout the year, they then need to be placed in a regular physical education program. Vice President Pritchett asked if this is something new. Dr. Taylor answered that it is not new; she thinks what is not commonly understood are some of the nuances in what the law requires. Vice President Pritchett then asked if a freshman could be exempt. Dr. Taylor responded that the State requires that all freshmen take PE. Vice President Pritchett asked if, under State law, is it possible for Board members to extend the exemption for all grades if they are in some type of athletic sport, Marching Band, or JROTC? Dr. Taylor stated that it is a special case under JROTC or Marching Band for local education agencies to decide on whether or not Marching Band and JROTC count for physical education credit. Both of these are not currently in Board policy and so part of the reason the item is on the agenda is so that direction can be received regarding Marching Band and JROTC. It is important to understand, however, with each of those, if physical education credit is awarded, the course content has to meet certain requirements. Specifically, it needs to be aligned to the physical education standards. There are eight components of physical education and it is not that all those eight components need to be in Marching Band, for example, but over the courses that a student takes in physical education all eight of those need to be covered. The physical fitness testing is required as well as 400 minutes of physical education. The challenge then is how to meet all of the physical education requirements and the Marching Band requirements in one course. Vice President Pritchett then asked what it would take for a teacher to get credentialed in, for example, Marching Band. Dr. Taylor answered that the teacher would need to prove that they had the subject matter competency in music, if it were the PE teacher that was trying to get certified in Marching Band, or vice-versa, the Marching Band teacher would need to show competency in PE. Then the course of study for Marching Band would need to be changed to reflect the physical education content and the Marching Band content. Vice President Pritchett wanted to know if it is possible for a PE teacher to come in to assist the Marching Band teacher to teach a class or make sure that the PE requirement is being covered. Dr. Taylor said this type of co-teaching would be possible but that it would require additional staffing because another teacher would need to be hired. Ms. Deckard added that something else to think about is that it is required that students have 400 minutes of PE every ten school days. If one breaks that down, and most high school classes are about 50 minutes, we are looking at 250 minutes per week. The requirement by week is 200 minutes. This only leaves one 50 minute class per week for Marching Band. Dr. Taylor said some districts are having Marching Band during a zero period; there are opportunities for a waiver if there is block scheduling too.

Member Rodriguez asked if the students are already doing 200 minutes every ten days or if this is something new that is being added to the policy. Dr. Taylor responded that the 200 minutes has been a State requirement for some time, and the goal of the department is to outline those minutes more explicitly in the policy. Member Rodriguez asked why, as it is very physical, Marching Band cannot count toward the 200 minutes? Dr. Taylor said she understood the amount of physical activity that is involved in Marching Band, but for the physical education standards, it is a combination. There is the physical activity component, but there are also the standards. Marching Band or JROTC does have the minute requirement, but there is the instruction around the physical education standards that also has to be addressed. There are various strands and components within the physical education standards that any course offering PE credit needs to address. Member Rodriguez asked if the classroom piece could be offered on-line. Dr. Taylor said there are opportunities for students to do independent study, but there are also requirements within independent study.

*Member Cuneo asked if playing football in the Fall counts for PE for the entire school year. Dr. Taylor replied no, a student needs to be involved in a sport throughout the school year. Member Cuneo remarked that many sports at the high school level now consist of training beyond the season and asked if we will consider that. Dr. Taylor answered that the education code says students need to be involved in athletic competition throughout the school year in order to receive the athletic exemption. They can receive it during the period that they are involved in the sport, but if they are not actively involved in athletic competition then they need to be placed back into a physical education program. Member Cuneo stated that he would urge that the two special cases be treated as exemptions to the PE requirement.*

*Second Vice President Hansen commented that in looking at the language, he sees the physical activity portion is 50 percent of the time and assumes that band or JROTC would meet that requirement. Dr. Taylor confirmed that this is correct. Member Hansen is very much in support of Marching Band and JROTC being included in the District's physical education program.*

*Vice President Pritchett asked how many book hours are needed for physical education. Dr. Taylor replied it is 400 minutes every ten days; this is a combination of physical activity and physical education standards content. Member Pritchett asked if, of the 400 minutes, 50 percent needs to be book time. Dr. Taylor confirmed that this is correct. Member Pritchett agrees with Member Hansen and hopes that going forward we can find a solution as she is afraid students will not continue with programs such as Marching Band because they cannot fit it into their schedules.*

*Member Rodriguez asked if the challenge on this issue is due to State law language or Federal. Dr. Taylor answered that it is State law language, a State requirement. Member Rodriguez suggested another possible solution would be we lobby and ask for some type of change, making it easier for our students in these two categories.*

*President Woo brought up Kirstein Brown's earlier comment that she chose programs when entering high school based on promises were made to her. He is wondering if there is an opportunity to grandfather those students who were made promises as we move forward. Dr. Taylor said that is something that the department would need to go to CDE about. It is not that it is a new requirement State wide; it's something that is being revealed as an issue within the District, i.e., that we have programs that we have been awarding physical education credit to when the State has said that all of the criteria that needs to be in place for them to be awarded are not in place. It is something that we can approach CDE about to see if there is any flexibility. President Woo said he would like to see if that's possible. Olivine Roberts responded to this request by pointing out the District will engage in a Federal monitoring review over the next few weeks, and it is important that we are found in compliance. The requirements that Dr. Taylor outlined are State law, and we can engage with the CDE regarding the request to grant those students allowance, but at this time it would be out of compliance.*

### **9.3 AB 1200 Disclosure of Costs of the Tentative Agreement with SCTA and Ratification of the Tentative Agreement with SCTA (Cancy McArn) Action**

*Cancy McArn and the members of negotiation team, Gerardo Castillo, Cindy Nguyen, Monica Garland, and Lisa Allen presented an overview and highlights of the two year tentative agreement with SCTA. Ms. McArn thanked the SCTA negotiations team for their leadership, work, time, energy and effort, and stated that the District team recommends approval of this Item.*

#### **Public Comment**

*Grace Trujillo spoke on concerns about retirement and health care. She feels her concerns ultimately affect the classroom and students in terms of neglected maintenance and reduced programs due to cuts.*

Angie Sutherland, a parent at Hollywood Park Elementary School, had a comment on number 18 of the tentative agreement regarding Special Education students in the student inclusion program. She is glad that a work group is being formed and thinks it would be a good idea if parents were part of the group. She feels the Special Education setting is very supportive, but her experience with the general education setting was not as supportive.

#### Board Member Comments

Second Vice President Hansen stated that he applauds both sides of the negotiations and pointed out that there are many positive developments.

Superintendent Banda also thanked both sides of the negotiation teams, the District and SCTA, for their countless hours and work over the weeks and months. He is very appreciative of all the work and looking forward to continuing to build the relationship with SCTA.

President Woo then asked for a motion. Second Vice President Hansen moved that AB 1200 Disclosure of Costs of the Tentative Agreement with SCTA and Ratification of the Tentative Agreement with SCTA be approved, and Vice President Pritchett seconded; the motion was approved unanimously.

#### 9.4 Approve Resolution No. 2813: Discontinuance of Policy Governance Model (Board) **Action**

This is a Board item that was requested by Member Arroyo. Member Arroyo made a motion that the Item be approved. The motion was seconded by Second Vice President Hansen. President Woo asked for public comment before the vote was taken.

#### Public Comment

Nikki Milevsky, stated that she saw this resolution as a positive change with access to more information. She also applauds the resolution on the shooting range near George Washington Carver. The SCTA Board also took a position against the shooting range. She also applauds the Board for negotiating a good contract, and asked that the contract be honored.

#### Board Member Comments

Member Rodriguez asked that with the vote there be a responsibility to establish a policy committee and work toward a workable environment for governance as a whole. She would like to establish this committee immediately after the vote either a committee of the whole Board or of a few that will report back.

President Woo then called for the vote. The motion passed unanimously. The Board then transitioned from hearing mode to workshop mode. There was a five minute recess to switch location.

#### 9.5 Real Property Surplus Workshop on Process (Cathy Allen) **Conference**

Cathy Allen presented on this Item; it was discussed at a prior Board meeting, but brought back to take a more detailed look at the process itself. Ms. Allen began with an overview of the current process and what Districts do when surplus property has been identified. The focus of the discussion is to hopefully identify the process by which the Board is notified of any interest in property. This information involves some confidentiality, so it must be determined how to provide opportunities for staff and the Board or its committee to negotiate, specifically around price. Also to be evaluated are the District's needs currently and in the future. This would include if there is community or private interest, and are there any possible joint ventures.

Member Cuneo asked around what issues confidentiality need to be taken into account and what would be the reasons for that. Jerry Behrens, general counsel, answered that when one focuses on a property regarding price and terms one can discuss that in a closed session environment. Although the District has not done so in the past, an agreement can be approved



*if it is an exception in closed session and report it out. The Brown Act allows this although the District has not done it due to transparency. The confidentiality issue is generally price and terms of an agreement. And one specifies who the negotiators are and identify the property. This allows one in closed session to discuss it. Member Cuneo then asked Ms. Allen what the policy considerations are, or arguments are, around keeping these things confidential. She answered that, in terms of the exchange that was being contemplated, we do not want to artificially drive up the price of the property.*

*Second Vice President Hansen asked if the Board wished to formally accept a proposal, would the Board first need to vote to make the property surplussed. Ms. Allen answered that because the 7-11 Committee had met to make the 16<sup>th</sup> and N property surplus, and had made a recommendation to the Board, she believes it would be best to bring the item to the Board stating that it is the staff's recommendation to declare the property surplus. An exchange would be a shorter process, but both processes are guided by Education Code. Once the property is declared surplus, proposals cannot then be accepted until the recommendation is first brought to the Board. Member Hansen said we don't have to say what will be done with the property when it is surplussed; we can declare the surplus and then allow proposals to come in. He asked if there would be a down side if we declared property surplus but then did not like any of the proposals that materialized. Jerry Behrens replied no, ultimately the Board makes the decision to pursue any proposal. Typically what a District does is receive a 7-11 report, the property is surplussed, the surplus is accepted by the Board, and then go to all noticing and good faith negotiations. If the Board is unable to come to agreement, the Board can, by a two-thirds vote, adopt a resolution specifying what the Board is inviting as bids through the entire market. At that point the Board can take the highest bidder and invite oral bids at least five percent above best bid in the same meeting. And the Board can still refuse that bid or pull back at any time or send out to the market at any time. The Board has flexibility throughout the entire process. Member Hansen then asked if there is an existing 7-11 Committee report on the 16<sup>th</sup> and N property. Ms. Allen said she recommends bringing a recommendation to the Board to surplus.*

*Superintendent Banda asked what the time line would be with any one of the processes. Ms. Allen said it would be many months, maybe a year unless the District knew up front what it wanted to do with a specific property from the start. She suggests relying on asset management to determine highest and best use.*

*President Woo asked Ms. Allen how much she thought an asset manager would cost the District and if she preferred that the Board give her direction to hire an asset manager to come back with a report to show all possibilities for three particular properties in question? She answered yes an independent third party would evaluate all possible uses. Regarding cost, she recommended preparing the scope to evaluate the three properties and felt the cost would be approximately \$20,000.*

*Superintendent Banda supports the recommendation of getting an asset manager.*

*Member Rodriguez said in light of the fact that there were missteps taken regarding property, especially in the last year or so, she does not feel comfortable with the Board abdicating responsibility by having staff select an asset manager. Firstly, she feels the Board needs to be intimately involved in that. Secondly, she would like to know more specifically what the cost would be.*

*Member Arroyo feels that the District still needs an internal policy on how the Board sees the projects come through. The current workshop is being held due to lack of transparency seen prior on how properties were being disposed. Regardless of what happens with 16<sup>th</sup> and N or any other property, there needs to be greater clarity of when staff needs to alert the Board and bring it to open discussion. A whole dialogue went on for an entire year before the Board knew what was happening at 16<sup>th</sup> and N. Questions did not come up until the very last minute, and now six months later the Board is finally getting a presentation of what options are available. Member Arroyo would like this transparency to continue and wants to have greater direction,*

*perhaps at the assistance of staff, as to when items come to the Board and at what intervals. He would like to see a policy that provides a process as to how items come to the Board for approval. This does not have to be determined at this workshop. Regarding the three properties under discussion, Member Arroyo feels it is premature to say the Board wants to surplus and sell them as downtown is growing. A property can be worth more than its current market value if we know that we will use it in the future. He is not sure if what the 7-11 Committee did years ago still applies today, so he would like to see properties evaluated on a case by case basis. If the Board is ready to move forward on 16<sup>th</sup> and N, that is okay, but he does not want to see three properties evaluated together. He would like to see demographic information on specific areas within the city; this has been talked about in the past but the information has still not been given to the Board. He feels more internal study needs to be done.*

*Second Vice President Hansen said he agrees with developing a long term policy on process of excess properties. He also thinks Washington Elementary School is a school that should be available and used for future growth that is being seen downtown. However there is absolute impact today on the abandoned properties, specifically 16<sup>th</sup> and N and Old Marshall. He feels we need to move forward with these properties while putting long term processes into place. If we have an approximate figure for the cost of an asset manager and the Board could be on the interview committee he would be in support of that.*

*Member Arroyo does not oppose any of Member Hansen's comments. He does, however, want good planning that does not take too long but gives a good picture of District needs.*

*Member Rodriguez does not disagree with either Second Vice President Hansen or Member Arroyo. She has been asking for demographic information. She is not trying to hold anything up, but it is not possible to move forward without basic information. So she agrees we absolutely need a professional advisor, but it is difficult to get the point where the Board can direct the advisor when complete information has not yet been provided. Her recommendation is to go back to prior Board meeting when this issue was discussed, listen to what Board member were saying, and provide the necessary information. She appreciates the information provided for the workshop, but there are still a lot of questions gone unanswered.*

*Member Cuneo agrees on trying to find an asset manager to bring some guidance in looking at the three properties that are being discussed. He also agrees strongly with Member Arroyo's comments in regard to policy or lack thereof. He asks staff to try and craft some policy that takes into account when proposals should be brought to the Board. Regarding the confidentiality of information, he feels that the examples of confidentiality given earlier actually indicated less was in order, so he urges transparency in this process.*

*Second Vice President Hansen recommended that the Board be given direction to bring back proposals; what happens with excess properties and how proposals are considered. What the process is should be part of rules, by-laws, and policy. Also, bring us a proposal for hiring an asset manager and have a couple Board members that are interested help write the request for qualifications. The Board would work with staff to do that, and then come up with a time line of when we are going to do this. If this could be brought back to the Board in the next two to four weeks, then there will be some certainties in place that can be explained to the community. Board members that have specific questions can write those down and send to all Board members. This could be part of the process in moving forward.*

*President Woo asked if in searching for an asset manager with professional experience, would the search include soliciting public comment? Ms. Allen said she does not know the answer, but feels it may depend on a legal standpoint depending on what happens with any particular piece of property.*

*Superintendent Banda wrapped up the discussion by saying that it is clear we want to make this an open, transparent process for Board members and the public. The delay was due to transition to a new Superintendent and the opening of a new school year, but we do want to*

*keep this process moving forward, and the Board does want some direction on this. So we can develop a request for qualifications and have two or three Board members be involved. We can also draft a Board policy; the Superintendent said he can work with Jerry Behrens on that.*

#### Public Comment

*Terrence Gladney stated that when there were questions on what the community wanted for Mark Hopkins Elementary School, there were surveys distributed by walking the neighborhoods. He feels it is important to get community input and learn the effect of decisions.*

#### Board Member Comments

*Diana Rodriguez commented that on Mr. Gladney's comment, saying that the focus was not only on District students and parents but on the entire community.*

*Vice President Pritchett asked that all of the empty District properties be sent to the entire Board. Ms. Allen replied that it was sent in August. Some members did not receive this, so Ms. Allen will send to all.*

*President Woo said the workshop would move to Item 9.6, but noted that the time at 10:17 and asked Ms. Allen how long she thought the next item would take. She said her part is relatively small, so it depends on Board discussion. President Woo asked for a motion to extend the meeting. Vice President Pritchett made a motion to continue to the meeting until 10:30. It was decided, however, to take staff presentation of the Item and any public comment, but table discussion to the next meeting.*

#### *9.6 Determine Criteria Used for Scoring Community Proposals for the Repurpose and Reuse of Closed School Sites (Cathy Allen) **Conference***

*Cathy Allen began the presentation by giving a brief background on what has been done up to this point. In June information was presented to the Board outlining proposed criteria in the fee structure, the department was asked to come back with some additional information on costs and describe the City permit process. This was done along with tours for anyone interested in July. Also on July 17<sup>th</sup> the department came back with more information for the Board, followed by a public forum at Fruit Ridge on August 27<sup>th</sup>. All documentation developed was discussed at that meeting. Ms. Allen then covered the proposal for closed sites and how the Board would like to score them. Once the scoring is allocated, it will be shared with all interested individuals and organizations. Right now proposals are due on October 16<sup>th</sup>. A summary of all proposals received will be brought to the Board on November 6<sup>th</sup>.*

#### Public Comment

*None*

#### Board Member Comments

*Vice President Pritchett asked if the October 16<sup>th</sup> date needed to be pushed back. Member Arroyo said there were proposals that were submitted for a September 10<sup>th</sup> deadline. Ms. Allen said that date was pushed out until October 16<sup>th</sup> and all parties were notified. Member Arroyo asked why they are applying a second time with a rubric or application that the Board has not approved. Ms. Allen replied that the proposal has been the same since August; the new part is how it will be scored. What was requested by the Board was how the criteria matrix would look. The scoring proponents were put into the proposal itself. Member Arroyo said that one of the key questions to address was rate fees. Ms. Allen covered specific fees that had been discussed at an earlier time, and there can be further discussion on fees. Member Arroyo had asked questions at that earlier time. His impression at that earlier meeting was that it was still not clear what the fee rate would be. Member Rodriguez asked who gave direction to give direction to accept proposals as she does not recall the direction coming from the Board. Ms. Allen stated that the 7-11 Committee made the recommendation to not surplus the sites and to try to lease them.*

*Member Rodriguez said that there are still questions and the fee schedule is not solidified. She sees a jump from discussions and now proposals are being accepted, but nothing was approved by the Board. She feels it is premature and is sorry to the people that submitted proposals, but she does not feel comfortable with it. Superintendent Banda said he does not have the history to know how much input the Board had, but at some point staff wants to move the project along. He is not sure if we followed a model from somewhere else or if it is common to do this kind of proposal, but at some point this is another one of those processes that we need to move forward. Otherwise we have properties that are going to be open for whoever wants to come in and use them. So for the District, we want to have control over where these facilities go. So if the Board will give some questions and direction, we can circle back and make some decisions as a group to move forward. Member Rodriguez said we cannot make a decision as a group if staff is acting solely by themselves without having Board approval and coming back to the Board with, again, unanswered questions. Settling on a fee schedule is very important for fiduciary reasons and also for the fairness of everyone. Second Vice President Hansen said the Board voted to close the schools two years ago, and the schools have been empty for a year and a half, so the current rent is zero, and there is finance impact every day due to lost opportunity cost. He is for giving staff a little flexibility so that progress and forward movement can be made.*

*President Woo said there needs to be a motion to either continue or adjourn. There was a motion from Second Vice President Hansen to adjourn which was seconded by Vice President Pritchett.*

#### **10.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *October 16, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*
- ✓ *November 6, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*

#### **11.0 ADJOURNMENT**

*President Woo asked for a motion to adjourn the meeting; a motion was made by Second Vice President Hansen and seconded by Vice President Pritchett. The motion was passed unanimously, and the meeting was adjourned at 10:35 p.m.*

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*José L. Banda, Superintendent and Board Secretary*

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



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1g

**Meeting Date:** Nov. 6, 2014

**Subject:** Approve October 16, 2014 Board of Education Meeting Minutes

- ☐ 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 Board of Education Meeting for October 16, 2014.

**Background/Rationale:** None

**Financial Considerations:** None

**Documents Attached:**

1. October 16, 2014 Board of Education Meeting Minutes

**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

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

Thursday, Oct. 16, 2014

**4:30 p.m. Closed Session**

**6:30 p.m. Open Session**

## Serna Center

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

# MINUTES

2014/15-08

## **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 4:35 p.m. by President Woo, and roll was taken.*

### *Members Present:*

*Jeff Cuneo*

*Second Vice President Jay Hansen*

*Vice President Christina Pritchett*

*President Darrel Woo*

### *Members Absent:*

*Diana Rodriguez (arrived at 4:45 p.m.)*

*Gustavo Arroyo (arrived at 7:18 p.m.)*

*A quorum was reached.*

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

*President Woo noted that Item 3.1 on the agenda has 3.1a, 3.1b, and 3.1b again. The second 3.1b should be 3.1c. President Woo then asked if there were any members of the public present to address the Board regarding Closed Session Items.*

### Public Comment:

*David Fisher, First Vice President and Bargaining Chair of SCTA, and some members of the bargaining team pointed out that the recently ratified agreement makes no changes to benefits for active members or for retirees other than agreeing to form a committee. They would like the providers named in the contract, Kaiser and Health Net, restored.*

*Kathy Villarreal, President of the Sacramento Area CTA/NEA Retired Teachers' Association, spoke on behalf of the Association and urged the Board to stop the unilateral implementation of unknown and confusing replacement plans that have not been vetted or negotiated.*

*Ellie Sorkin, stated that the Board has made a terrible decision and asked the Board to act as solid role*

*models of integrity by abiding by the contract regarding health care for staff, teachers, counselors, social workers, and the educators of today and tomorrow.*

*Adeline Madrigal is concerned about having to put aside the employer paid amount of her health care benefit which is reimbursed. She never had to do this before, and is concerned as it does not fit into her budget.*

*Cynthia Clarke does not trust that health care will still be in place when she retires. She asked a question; Second Vice President Hansen said responses would be held until everyone had given their comments.*

*Wanda Au also had concerns about the recent changes to health insurance and benefits, and feels that the contract was violated.*

*Peggy Alexander is not happy with the contract regarding the health insurance changes and holds SCTA accountable also. She is an active teacher, but relayed the story of a retired teacher she knows.*

*Carol Jones is also concerned about recent health insurance changes. She spoke for herself and other retirees. She asked the Board to please honor the contract.*

*Cindee Stewart stated that the matter on health insurance changes is going to litigation. She also said that the contract states teachers with split classes would receive an evaluation waiver this year.*

*However she reported that she received an e-mail from her principal stating that everyone will be evaluated this year.*

*Miles Krier asked the Board to honor the contract that was signed.*

*Lydia Cruz feels that the contract is not being honored and that the changes are unethical.*

*Janeen Wagner said that the letter sent regarding the health insurance changes is very confusing. She is very disappointed that the changes have been made. She asked the Board to restore the contract.*

*Bob Priestley said that he voted for the contract and is also concerned about the health insurance changes. He asked Member Rodriguez and Vice President Pritchett to encourage reversal of the changes.*

*President Woo thanked everyone for their comments. Second Vice President Hansen said that he is very concerned about things he has heard and learned over the last several weeks, and he is asking a lot of questions. He has spoken to a lot of active and retired teachers in person as well as received several e-mails. He also said, however, that all groups need to be accountable for the decisions made, and all groups need to work together to retain fiscal solvency. He respects the teaching profession and will be happy to meet with anyone that has questions.*

*Diana Rodriguez stated that she also understands the gravity and sensitivity of the situation, and she looks forward to work toward a workable solution. She thanks everyone for attending and expressing their concerns.*

### **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 – Existing and Anticipated Litigation:**

- a) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH No. 2013040939)*
- 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 *Education Code section 35146 – The Board will hear staff recommendations on the following student expulsions:*
- a) *Expulsion #3, 2014-15*
- 3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
- a) *Superintendent*

#### **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

*The meeting was called back to order at 6:41 p.m. by President Woo.*

*Members Present:*

*Jeff Cuneo*

*Second Vice President Jay Hansen*

*Vice President Christina Pritchett*

*President Darrel Woo*

*Student Member Asami Saito*

*Members Absent:*

*Gustavo Arroyo (arrived at 7:18 p.m.)*

*Diana Rodriguez (arrived at 7:26 p.m.)*

*The Pledge of Allegiance was led by Yaritza Benitez from Arthur A. Benjamin Health Professions High School. A Certificate of Appreciation was presented by Second Vice President Jay Hansen.*

#### **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*None*

#### **6.0 AGENDA ADOPTION**

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

#### **7.0 SPECIAL PRESENTATION**

- 7.1 *Recognition of students for Voula Steinberg Mathlete Awards were presented by Dr. Iris Taylor. Dr. Edward Bradley from the Department of Mathematics and Statistics at the California State University in Sacramento was also present to give the award to the following students:* *15 minute presentation*

*Top Scorer from each school in the District Mathletes Competition:*

*John F. Kennedy High School: Ryan Yu*

*West Campus High School: Jason Kim*

*Albert Einstein Middle School: Ellen Orr*



California Middle School: Matthew Tamanaha  
Rosa Parks K-8 School: Pang Yang  
Sam Brannan Middle School: Katrina Concepcion  
Sutter Middle School: Phillip Kim  
Will C. Wood Middle School: Bill Chenh  
Genevieve Didion K-8 School: Michael Jang

*Overall Top Scorer in each grade level for the 2013-14 school year in the District Mathletes Competition:*

7<sup>th</sup> Grade, Sam Brannan Middle School: Aisha Shahid  
8<sup>th</sup> Grade, Sutter Middle School: Phillip Kim  
9<sup>th</sup> Grade, West Campus High School: Tom Le  
10<sup>th</sup> Grade, John F. Kennedy High School: Xiaoquing (Kerry) Mo  
11<sup>th</sup> Grade, West Campus High School: Jason Kim  
12<sup>th</sup> Grade, John F. Kennedy High School: Junhau Liu

## **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.*

*Judy Smith of Tao Holistics said she will be turning in a proposal for the repurposing of Fruit Ridge Elementary School. For the past ten months they have been strategic planning to see how they can bring together a community collaborative to serve this very underserved community. She reported on services that will be offered and organizations involved. She asked that the Board put the repurposing of the school to accept their proposal on the next agenda. Member Cuneo seconded the request that this be put on the agenda.*

*Ralph Merletti gave a final pitch for the solar eclipse on Thursday afternoon and stressed safety during viewing. He also showed photos that the Sacramento Bee took of the lunar eclipse on the previous week.*

*Alisha Smith-Hamilton asked that repurposing of Fruit Ridge Elementary School be put on the agenda. She lives in the area and is also in favor of moving forward with repurposing.*

*Kris Rogers, a parent of two students at Crocker Riverside Elementary School, reported that the dirty carpets spoken about at the October 2<sup>nd</sup> Board meeting were cleaned on back to school night, and it was a wonderful surprise. She thanked the Board for attending to this so quickly. She is disappointed, however, that a basic need such as this had to be brought to the Board. She heard the carpets had not been cleaned in five years and wants to know how that happened. She suggested investing in green flooring such as bamboo. Ms. Rogers also noted that the school has an old blacktop with multiple cracks, two small, rusty, overused bathrooms, small classrooms, poor filtration systems, and old carpeting. The bathrooms and classrooms are small for a school with enrollment of approximately 650. Grace Trujillo feels that discussions and decisions are often made with little or no voice from the parents or community members. She feels that students deserve to have access and equal opportunity in their education. She feels this happens when students are provided the best, modern school facilities, learning materials, well qualified teachers, support staff, and extracurricular activities. Ms. Trujillo had questions regarding the Disclosure of Costs of the Tentative Agreement with SCTA that was approved at the Board meeting on October 2, 2014. She submitted a copy of these questions to the Board.*

*Manuel "Manny" Hernandez, a past District Board member and current board member of La Familia Counseling Center, urged the Board to move expeditiously to develop a community friendly process to*

help students and families of the District, especially those that live in disadvantaged areas. He hopes the repurposing of schools that are not being used appear on the next agenda.

Rachel Rios, Executive Director of La Familia Counseling Center, said she appreciates the due diligence the Board has done over the past years in looking at the best utilization for the schools. She also urged the Board to move forward with the process of repurposing closed schools. Maple Elementary School was mentioned specifically. She also asked the Board to evaluate the least cost in comparison with benefit the students and community will garner from proposals that are being put forward. The communities where the schools were located are disadvantaged, and the longer the schools stay closed the more opportunity for vandalism and continued blight.

Miles Krier stated that when the schools were closed they had a number of smart boards, approximately 40 sitting in unoccupied schools. At the end of May there was a process put into place to disseminate those smart boards to schools that were willing to accept them. Mr. Krier works at a school that was to possibly receive two. This was done through a lottery system. At the beginning of this year, the cost of moving prevented the school from acquiring both, but they can still afford one, so they arranged for the transportation. Per staff recommendation the smart boards have now been assigned to the teachers that had them originally. He feels the smart boards should be sent to the schools if they can afford them. His school desperately needs one and would like the Board to look into the matter. He is at Bowling Green Elementary School, McCoy campus.

## **9.0 PUBLIC HEARING**

9.1 A Public Hearing on Instructional Materials Sufficiency was heard.  
Dr. Iris Taylor reported on the District's compliance with the Textbook and Instructional Program Act for Ed Code 60119. A PowerPoint presentation was given and a discussion among Board members followed. Certification of textbook and instructional materials sufficiency was verified with approval of Resolution No. 2814.

**Conference/Action**

*Public Comment:*

Liz Guillen, a director of legislative and community affairs with Public Advocates, thanked staff for presenting on instructional materials and sufficiency. She explained why the requirement on instructional materials sufficiency came about and said that notices about the right to sufficient materials needs to be posted in the classrooms. She suggested that the Board verify that notices have been posted.

Terrence Gladney said that as we move to Common Core and more digital resources, parents in the special needs community have said that we need to have more adaptive technology to service all students. He said it would help him as a parent to know what it is at each school that qualifies as sufficient; is the curriculum the same across the District, or does it vary based on the programs at any particular school? This information would let parents know what their children will be learning.

*Board Member Comments:*  
None

President Woo then closed the public hearing and asked for a motion to approve Resolution No. 2814. A motion was made by Second Vice President Hansen and seconded by Vice President Pritchett; the motion passed unanimously.

## **10.0 CONSENT AGENDA**

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

## ***10.1 Items Subject or Not Subject to Closed Session:***

- 10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Gerardo Castillo)*
- 10.1b Approve Business and Financial Report: Warrants and Checks Issued for the Period of September, 2014 (Gerardo Castillo)*
- 10.1c Approve Personnel Transactions (Cancy McArn)*
- 10.1d Approve Mandatory Reporting to SCOE – Uniform Complaints Regarding Williams Settlement processed for the period of July to September, 2014 (Cancy McArn)*
- 10.1e Approve Staff Recommendations for Expulsion #3, 2014/2015 (Lisa Allen and Stephan Brown)*
- 10.1f Approve C. K. McClatchy Field Trip to Debate Tournament in Las Vegas, Nevada; October 30 – November 2, 2014 (Lisa Allen)*
- 10.1g Approve Minutes of the September 4, 2014 Board of Education Meeting (José L. Banda)*
- 10.1h Approve Minutes of the September 18, 2014 Board of Education Meeting (José L. Banda)*

### ***Public Comment:***

*Ralph Merletti commented on Item 10.1f, C. K. McClatchy High School Debate Tournament Field Trip to Las Vegas, Nevada. He noted that the 150<sup>th</sup> anniversary of the state of Nevada's admission to the Union is Friday, October 31<sup>st</sup>, and a large parade is held in Las Vegas around the anniversary date, either on October 31<sup>st</sup> or November 1<sup>st</sup>. Mr. Merletti encouraged checking the website at [www.nevada150.org](http://www.nevada150.org) for this and other information.*

### ***Board Member Comments:***

*Second Vice President Hansen reminded everyone that C. K. McClatchy High School finished first in the nation last year in debate and is glad to see that debate is still a focus.*

*A motion was made by Vice President Pritchett to approve the Consent Agenda. Second Vice President Hansen seconded, and the motion was approved unanimously.*

## **11.0 COMMUNICATIONS**

### ***11.1 Employee Organization Reports:***

### ***Information***

- *CSA – No report given.*
- *SCTA – No report given.*
- *SEIU – No report given.*
- *Teamsters – No report given.*
- *UPE – No report given.*

## 11.2 District Parent Advisory Committees:

**Information**

- *Community Advisory Committee – Angie Sutherland, Chair of the Community Advisory Committee for Special Education, reported on behalf of CAC.*
- *District Advisory Council – Maria Haro-Sullivan, President of the District Advisory Council, reported on behalf of DAC.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) – Terrence Gladney, President, reported on behalf of the Sacramento Council of Parent Teacher Association (PTA).*

*Member Rodriguez asked if participants the from Belle Cooledge Library meeting on November 6<sup>th</sup> starting at 6:30 could be streamed into the Board meeting on November 6<sup>th</sup>? Counsel Jerry Behrens answered that the Brown Act stipulates that community members have to actually be present to address the Board at the podium.*

## 11.3 Superintendent's Report (José L. Banda)

**Information**

*Acting Superintendent Lisa Allen, Chief of Schools, reported that as Superintendent Banda could not be present tonight, the Board Executive Committee agreed to move the Facilities item to the November 6<sup>th</sup> Board meeting. Our schools and staff had great opportunities to engage with the community. Last Friday the Rosemont High School community celebrated the school's sixth annual Home Coming parade. The theme was Blast to the Past, with the students dressing up to represent different decades. Elementary students from the Rosemont area and Albert Einstein Middle School marched along. The Rosemont football team later that night defeated Union Mine 43 to 33. Last Saturday our Bullying Prevention Specialist, Jessica Wharton, represented the District at the Stand Up!, Speak Out! youth rally at the State Capitol. She distributed literature about anti-bullying efforts to more than 500 students and their parents. Board Member also attended the rally and was a featured speaker. Sacramento City Unified is recognized as a leader in bullying prevention and social-emotional learning, and this event helped us educate others about what we are doing.*

## 11.4 President's Report (Darrel Woo)

**Information**

*President Woo said that on October 4<sup>th</sup> he and Superintendent Banda had the opportunity to attend the Black Parallel School Board meeting. The Board and their members gave a lot of insight into what was happening at the school level for our schools, and he hopes that results into positive changes. As was mentioned, he did participate in the anti-bullying efforts at the Capitol and is proud to say there were 30 booths there. Sacramento City Unified was front and center. President Woo thanked the District for its leadership in anti-bullying.*

## 11.5 Student Member Report (Asami Saito)

**Information**

*Asami Saito reported that another Student Advisory Council meeting was held recently at the Serna Center, and that they were able to collect all of the data needed from their recent surveys to be able to choose initiatives for this year. They intend to process the data, making charts and graphs to show what they have collected. They will pick initiatives for this year at their Youth Council meeting next Tuesday. Also, many Juniors and Sophomores in the District took the PSAT yesterday.*

## **11.6 Information Sharing By Board Members**

## **Information**

*Member Rodriguez said that at the last Board meeting it was voted to eliminate Coherent Governance, and she wanted to reiterate her request to establish a Policy Committee.*

*Second Vice President Hansen said that several weeks ago C. K. McClatchy High School heard from the father of three of their alumni who wanted to endow a permanent scholarship at the school. Second Vice President Hansen will be participating along with Interim Chief Business Officer Gerardo Castillo and Principal Peter Lambert in the presentation of a \$325,000 check to establish a scholarship for either one or two \$5,000 per year scholarships for good academic students with financial need. Also, this last week-end the school had an event; Restore the Roar is an alumni network of sports enthusiasts and people that had participated in sports at the school. They raise money to support current athletics and had over 500 people in attendance. Member Hansen has also been working on negotiations with the California Teachers' Association in the State legislature on Medical reimbursement for the school districts in the State. Our schools are owed collectively over \$500 million dollars from Federal reimbursement money that has been frozen because the State has failed to come up with the proper oversight mechanisms. It will have a multi-million dollar impact on our District because the reimbursement has been held for almost three years. The Federal government and the State are working with Member Hansen, the District and the stakeholder groups to try and come up with a reimbursement level. Our District is one of the leads on this issue. The first offer for us was 25 percent, but has gone up to 40; Member Hansen believes we will receive much higher than that. He thanked Dr. Richard Pan for his work on this also.*

*Vice President Pritchett commented on the Sacramento PTA meeting, suggesting that the District Board have their meeting at the library rather than the Serna Center that day. Gabe Ross stated that is an issue we have looked at over the years, and the challenge has been the live streaming infrastructure as well as the cable access camera set-up. The Community rooms at the Serna Center are hard wired for that process. So we could do that, but we would not be able to televise the meeting. It is not the law that the meeting be televised, but it is our practice. Member Pritchett asked if we could post audio on our website. Mr. Ross replied that he will find out if we have the capability to do so.*

*Member Rodriguez attended a welcome reception the previous night for Mr. Martin, the new Principal at Parkway Elementary School and the part-time assistant Principal, Mrs. Cooper, who splits her time with Pacific Elementary School. It was very well attended with lots of teachers, parents, and students. The Phoenix Park Dancers also performed. Member Rodriguez thanked Angelia Jones, a teacher at Parkway, for organizing the event.*

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

### **12.1 Local Control Accountability Plan Engagement Outline (Gabe Ross)**

### **Information**

*Mr. Ross shared the outline and framework for the 2014-15 LCAP process. He gave some background and what was learned from the prior year and what the strategy is moving*

forward. He also went over the plan to align the LCAP with site level plans so that there is a more cohesive system District wide. Timeline and next steps were also covered. Tu Moua presented on the community planning process.

*Public Comment:*

Howard Lawrence, a representative and part of the leadership of Sacramento Area Congregations Together, wanted the Board to know that the organization and its statewide network, PICO California, have been stakeholders in the LCAP/LCFF process from the beginning. ACT as part of PICO has been helping design the LCAP process since its inception. They work with the State Board staff on every draft and also have partnered with districts across the State to help them work with parents and students to help plan their LCAP. Their sister organization in San Bernardino did a presentation to the State Board of Education on best practices for community engagements for LCAP. They appreciate the District's interest in creating a real LCAP advisory committee. However, they want to raise issues and concerns about what was presented tonight and what's in the Board packet. The plan doesn't seem to address student partnership in the LCAP creation which is a requirement in the new version of the LCAP template. Also the announcement for the plan of the committee's creation isn't clear on how people will be nominated to participate in the committee. Can people apply or recommend others? Section 1, question 2 on the LCAP template from the State states "how have stakeholders been included in the local education agencies process in a timely manner to allow for engagement in development of the LCAP". They question whether inviting people to committee, without a chance for parents to apply to the committee, allows for engagement. They feel that for the committee to serve its purpose and really have the trust, they think there should be some process; in Oakland they elect the advisory committee members, for example.

Terrence Gladney stated that two different groups were meeting over the course of the last school year, the LCAP community coalition and also a group of different parent leaders, SCTA representatives, and community. A lot of discussion was about engagement. He does see some components of the output of those discussions included in the outline, but feels a better way to start the conversation and build trust would have been to include the stakeholders in deciding how they would be engaged. We talk a lot about what students need, but do not include them in the conversation. He feels stakeholders should be included in the decision of what the outline will be in terms of how they will be engaged. What will be the proportion of stakeholders to staff? Who will the parent leaders be, who will they represent, and how will they be selected? He feels an outline is great, but there is more work to be done to define a more concrete framework. He hopes the discussions continue and are fully inclusive of all stakeholders.

Laura Rios, a parent at West Campus High School and Earl Warren Elementary School, has concerns about the engagement process in terms of reaching the site level. She asked how the school site will be engaging their parents. She sees a lot of the English Language population missing in part of the process. She would like to see more communication. She has heard of the toolkit going out to principals, and would like to see that utilized and procedures followed.

Liz Guillen, of Public Advocates, feels it is terrific that the District will align School Site Council single plans with the LCAP. She passed out a memo put together by ACLU and Public Advocates along with community based organizations and other advocates. They put the information together as there was much confusion as to what minimum requirements were versus what districts were doing; with some wanting to go above and beyond. She agrees that the District is going beyond some requirements, but it is still not clear to her how the District staff is intending to meet the minimum requirements. She is meeting with Mr. Ross. She is concerned because in the District responses to written comments there were none attributed to the DELAC. She encouraged the Board to encourage the District to look to the permanent regulations which are about to be adopted in November by the State Board of Education. She also provided these revisions.

Karen Swett she feels the creation of the new LCAP advisory committee is not in keeping with best practices of creation of an advisory committee and feels committee decisions should be by

*representation, not smaller and not by invitees. She thinks having an election, as done in Oakland, is a great idea. There are currently 80 expenditure lines in Section 3 of the LCAP, and a large percentage of those are salaries for administrative people. If these are the people doing the inviting, it seems like there could be conflict of interest, so she would like the process of creating the LCAP advisory committee look more, and be more, democratic and more representative.*

*Grace Trujillo thanked Gabe Ross and Tu Moua for the work that they have been doing as she has been going to the Department of Education where things have been constantly changing. She feels it is a challenge and that we all need to work together. She agrees with all prior public comments on this issue regarding collaboration. She knows everyone wants to be a part and give their input, but she also feels the focus needs to be on the funds.*

*Angie Sutherland thanked the presenters for indicating that the Data Dashboard is coming back. She also thanked Tu Moua for acknowledging Special Education students as part of the engagement process. She agrees with the comments given by Ms. Swett earlier about the committee selection being a democratic process and feels the District will get more buy-in from the community and get the best people for the job if that were the case. Hopefully the advisory committee will be looking at data and metrics and analyzing along with the District staff instead of just giving input. She looks forward to the new process and being a part of it.*

*Darlene Anderson feels that African American students were alienated from the public education system, and then subsequently alienated as parents. She feels the District never conducts outreach to the African American community and only work with a few black organizations. She feels that data should be analyzed to make sure that African American students are making progress too.*

#### *Board Member Comments:*

*Vice President Pritchett asked if the District staff have any recommendations on how we will be choosing the committee. Mr. Ross answered that the reason that there is ambiguity in the presentation is that we are still looking at options, but the initial thought was that we want to look at best practices from other districts, both in the area and throughout the State. We want to begin with representation from some of our advisory and parent groups that we know are already in existence and have been democratically elected. When doing that, however, the group quickly gets big. So in looking at a different approach the challenge is can we include all existing groups and also have another large application process. We want to make sure we manage the scope of it because with a group of 35 to 40 people it's going to be difficult to dig in like everyone wants this group to do. He is certainly open to suggestions and ideas. Guidance from the State has been sparse. It is up to the individual counties and districts to determine how they interpret it, so different models are being seen all over the State and all are being approved. So this does not tell if one is right or another wrong; it is just a matter of how do we make it work for us.*

*Member Pritchett referred to Mr. Ross's prior statement regarding having a representative from each stakeholder group and asked if there is a way we can do a democratic process of having them vote in a representative from each of their groups. Mr. Ross answered that this is something that can be considered, however the group has to be represented demographically of LCFF subgroups. So the challenge is that we wouldn't want to offer a group the ability to elect somebody and then rule somebody out because there isn't enough representation from Title I schools or to represent English Language students. What if we did that and no one was elected that represented these groups, for example? The goal is not for the District to manage that process; we say "invitation", but it could be an invitation to DAC, for example, to nominate someone through whatever process that group determines. Member Pritchett wanted to clarify that it is not the District going in asking someone in DAC; we would be asking someone in DAC to bring someone to the table. Mr. Ross answered that is correct.*

*Second Vice President Hansen thinks it will be valuable to have the LCAP advisory committee*

brought to the Board for final approval if that is not already part of the plan. One of the speakers made a comment about sharing information as we go forward, looking at the new Data Dashboard and the site plan Toolkit for the principals, and those are both great opportunities with folks that we know are major stakeholders now so they can review and give some feedback before going live or sent to the principal. He also recommends that whoever is put on the advisory committee be allowed to let an appointee or someone sub in for them so we don't have to worry about trying to coordinate everyone's schedule.

Member Rodriguez feels it is normal that districts across the State are doing this differently because each has to tailor to their own needs, and so she feels the approach we are moving in is the right direction. She feels, however, we almost need an advisory committee to discuss what a democratic process looks like. In the presentation, "pockets of excellence" was talked about, and this raises concerns about equity. She would like to see those members included as stakeholders in addition to the three subgroups that LCFF calls out. Regarding the site plan Toolkit, Member Rodriguez asked what communication is going out. Ms. Moua answered that communication will go out in the Toolkit, and hands on services will be offered to train with and in conjunction with the school principal. Member Rodriguez also said that at the last presentation of the LCAP there were lots of recommendations that came forward from the community partner groups that were provided late. However, it was discussed that for next time around we would like to see that type of feedback for the arts programs, music, and sports. There was a whole list of things brought forward. She asked if we are reaching out to those groups and giving them advance notice about our process, how to get engaged in the process now, and what to expect. Mr. Ross answered that this is the beginning and we want to lay out what the structure and timeline looks like. We want to make sure we are not just creating entry points for various stakeholders throughout the process but also make sure they know about those entry points. Member Rodriguez asked if they were not brought in as some sort of advisory group for how the communications roll out is planned. In other words, was the plan as outlined done with the advisement of the individual groups that have a pulse on some communities that are, in particular, hard to reach. Mr. Ross replied that this year's plan was created with the feedback that was received from last year's plan. Feedback was received from groups referred to and many, many others. This is why we are looking at creation of this smaller advisory group and working the logistics out of how it gets put together. The timing was askew on last year's plan, but we said let's take what we did last year, see what worked and what didn't, and see what needs to be improved, mapping out the timing so that it works with our system to embed it into everything else we are doing so that the alignment is there. So the answer is yes; we didn't have a meeting to say what's the plan going to be; but all the meetings last year, all the input, and all the feedback from all the various stakeholders together informed that process. The goal is to continue to learn as we go and grow from this process. Member Rodriguez appreciates that all of the past is brought into it going forward, but she would like to encourage that a little advisory group of these particular groups be created so that we have a pulse point on difficult to reach communities. Member Rodriguez lastly commented on a speaker that brought up African American student success and numbers, and she feels that all subgroups of ethnic categories need to be looked at in an honest manner.

Member Cuneo thanked staff for the work done on this issue. He asked if the Guide to Success comes to play in the process and, if so, where. Mr. Ross answered that this is where we talk about creating one data mechanism that speaks to all metrics, that is the Guide to Success. Now it may need to evolve to encompass some LCAP metrics. We talked about it when the LCAP was adopted, and there are some metrics that we wouldn't have chosen, but the County or State were requiring us to include. The purpose of the Guide to Success is to inform these types of decisions for parents, teachers, students, and principals. So having separate data tools may cause unnecessary confusion and be counterproductive. So that's the role for Guide to Success; the Data Dashboard really is the Guide to



*Success. Member Cuneo said a great portion, 85 percent, of our monies goes for salaries and benefits. If we don't give our community an ability to talk about funding in a constructive way, then we miss an opportunity, specifically about our unfunded health care liability and the level and pay and benefits we give our members. He said the LCAP provides a good mechanism for parents and community members to give us their feedback. Ignoring 85 percent of our budget is a real missed opportunity, and he would like more feedback from community members about how they feel about our unfunded liabilities, do we have enough qualified teachers, and are we meeting data point benchmarks, for example. Maybe some of the reason why we don't see robust success in our District is because our monies are going to the wrong places due to institutional things that the Board can do something about. But the Board needs to hear that the community wants something done about it. So it provides a good opportunity for our community to communicate their priorities, such the contracts into which we enter. He also asked how do these new committees start fitting into the old parent committees we have? Mr. Ross said that's sort of the intent of the vision for the LCAP advisory committee being representative of those groups so that it can aggregate those voices in a way that's respectful of their roles without being exclusively the role of one group having that kind of input. That's why when we talk about the process to select a representative from these groups, the LCAP advisory committee does have the opportunity then to sort of bring those voices together, and potentially accomplish exactly what you are talking about. Member Cuneo said the problem he sees going forward with multiplying committees is that criticism of the Board for not informing people or hearing back from them is going to get worse. So how does one allow people to interact in a truly constructive way without diluting the whole process? So he is not saying to eliminate any group, but it does not make sense going forward to have all things occurring because at the end of the day, the community members and the parents will miss out. Mr. Ross said we want to make sure we are engaging a broader group than ever before to make sure the voice is representative of our entire community, but at the same time we know that we have a group of engaged folks that are committed to and understand the work. This is why it can't just be the LCAP advisory committee; and that's why the Public Education Volunteer (PEC) process and community meetings are such critical components. Member Cuneo agrees that our labor partners need a voice and seat at the table. He does see the main intent of this new process is to reach into our community and parent groups to engage those folks in the process.*

*Member Arroyo feels that the concern with an advisory committee is that the groupthink credit is too small. He asked where and when can other parents and community share or offer input? Mr. Ross said this is where the PEC process was so informative last year. A new, large group of people were reached, and this network will continue to build on the existing database of people moving forward. It is important that we have entry and access points for different people in different points in the process, such as in the community meetings and school site meetings. Member Arroyo said it is also important to have these entry points very clearly announced and delineated as far as where and when. He also requested that, if we go the route of creating an advisory committee, there be an affirmation made that would guide the work of the committee as a preamble of sorts in providing guiding principles of inclusion and/or value and respect. He feels it important it be clear to all that there must be a sense of inclusion of ideas and respect, not only for people that are part of the committee, but also for those on the outside trying to work with it.*

*President Woo said that in moving forward he hopes there is sensitivity to these comments because his sense is that the comments today hover around the concern that if the District ends up being a large participant in the selection of the committee rather than the community doing the selecting, then the outcome is being dictated. So he hopes the comments are taken to heart so that in moving forward the process is less selective on the part of the District and more selective on the part of the community being served.*

12.2 AB 1200 Disclosure of Costs of the Tentative Agreements and Ratification of the Tentative Agreements with Bargaining Units – CSA, SEIU, and Teamsters (Cancy McArn)

**Action**

Cancy McArn, Assistant Superintendent of Human Resources, shared and brought for Board approval the tentative agreements with CSA, SEIU, and Teamsters, all of which consist of three year agreements. She thanked each of the bargaining unit negotiation teams as well as the District negotiation team. She recommended Board approval.

*Public Comment:*

Ian Arnold said that he hopes the Board passes the Item. He thought bargaining went well and that we are moving in the right direction.

Grace Trujillo thanked Member Cuneo for speaking on unfunded liabilities. She feels it is a key issue. She is in favor of Proposition 45 and feels that it will help all of us. She also agrees that the LCAP is an opportunity for parents to speak up.

Angela Sutherland, a parent of a student at Hollywood Park Elementary School, agrees with Ms. Trujillo. She has concerns about conditions at the schools such as not enough support for teachers, programs for students, or upkeep of facilities.

*Board Member Comments:*

Second Vice President Hansen thanked the bargaining partners and working throughout the summer, in particular for work on the health care part of the agreement and coming to a deal that was very good for bargaining unit members, the District, our students, and for us to prepay some of our health care obligations. He hopes our other bargaining partners follow their lead.

**President Woo called for a motion. Member Cuneo moved to approve the Item with a second from Vice President Pritchett. A roll call vote was taken:**

Arroyo Yes

Cuneo Yes

Hansen Yes

Pritchett Yes

Rodriguez Yes

Woo Yes

Final Vote: 6 Yes

**AB 1200 Disclosure of Costs of the Tentative Agreements and Ratification of the Tentative Agreements with Bargaining Units – CSA, SEIU, and Teamsters was approved.**

**13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**

**Receive Information**

13.1 Business and Financial Information:

- Purchase Order Board Report for the Period of August 15, 2014 through September 14, 2014

13.2 Head Start/Early Head Start Reports

- Head Start/Early Head Start Monthly Report Summary
- Child Development August 2014 Fiscal Report - Head Start Basic

- *Child Development August 2014 Fiscal Report - Head Start Training and Technical Assistance*
- *Child Development August 2014 Fiscal Report - Early Head Start Basic*
- *Child Development August 2014 Fiscal Report - Early Head Start Training and Technical Assistance*

*Public Comment*

*Ian Arnold* said that he is happy the Board and Administration provides this information. He noticed several contracts for janitorial supplies and lots of purchase orders for office supplies. He stated that if we centralized the purchasing of those sort of supplies the District could get a much better deal and keep control of how the supplies are being used. He also commented on purchase order number P15-00696 on page 24 for power washing of C. K. McClatchy High School. The district has equipment to do this and staff trained to use it, so he questions why it was outsourced at a cost of \$11,000. He also has concerns about a purchase order on page seven with Advanced Building Maintenance for gum removal. We purchased an expensive steam cleaner for this purpose and have staff that is trained to use it. Lastly, on page eight, purchase order numbers CS15-00071, CS15-00072, and CS15-00073 all appear to be related to Workday, a new computer program that is much better than the current program and will probably result in savings over time. However, there are two additional contracts associated with that, both with management consulting firms. So we are, in effect, paying during the 30 day period 4.5 million dollars, and it appears to be coming out of the Building Fund. The contract with Workday is for about 1.3 million dollars, but there is an additional 3.3 million dollars in consulting contracts attached to it. He is concerned as to why the District is spending so much money and out of that fund.

*Board Member Comments:*

*Member Rodriguez* asked if our legal staff can look into contract law regarding a form that has to be filled out before consultants are brought in. This form says that we are not going to replace staff with the consulting contract. *Member Rodriguez* would like to know if the District adopts that policy and what our process is before we go out and hire contractors. *Jerry Behrens* said that the District may already have a policy on that and that he will look into it. *Member Rodriguez* also asked Acting Superintendent *Lisa Allen* to ask Superintendent *Banda* what the process is that our contracting staff is using to let contracts out and also how many of these contracts have proper justification as to why we usurped our trained staff when we have the equipment and went forward with purchasing services from a consulting contractor.

*The Business and Financial Information was received by the Board.*

#### **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ November 6, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting
- ✓ November 20, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting

## **15.0 ADJOURNMENT**

*President Woo asked for a motion to adjourn the meeting; a motion was made by student member Asami Saito and seconded by Member Arroyo. The motion was passed unanimously, and the meeting was adjourned at 9:09 p.m.*

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*José L. Banda, Superintendent and Board Secretary*

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



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** November 6, 2014

**Subject:** SMUD High School Energy Audit Training Project – Energy Efficiency Recommendations for Luther Burbank High School

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

**Department:** Facilities Support Services

**Recommendation:** N/A

**Background/Rationale:**

Students from SCUSD's Luther Burbank High School participated in SMUD's student energy auditor and training project. Students were trained in energy efficiency auditing, the impact of energy use on the global environment, and green career pathways. In the process, students developed workforce skills and experience. Students used new skills to audit Luther Burbank High School and are presenting their findings.

**Financial Considerations:** N/A

Students and teachers were paid stipends for their participation.

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 30 minute presentation

**Submitted by:** José L. Banda, Superintendent  
Cathy Allen, Assistant Superintendent  
Facilities Support Services

**Approved by:** José L. Banda

# Board of Education Executive Summary

## Facilities Support Services

SMUD High School Energy Audit Training Project – Energy Efficiency  
Recommendations for Luther Burbank High School  
November 6, 2014



### I. OVERVIEW / HISTORY

SMUD has become the first utility in California to develop a comprehensive set of services in support of the California Clean Energy Jobs Act (Proposition 39). As part of its Prop 39 services, SMUD is training the next generation of the energy industry's workforce through a program called "Auditing Conservation, and Training (ACT)". The program pairs junior and senior high school students with a teacher-mentor from their school, and provides them with the skills and experience to begin energy efficiency-related and energy-auditing careers. The program also provides opportunities for participating students to help their own school districts save money through making energy efficiency recommendations. Student and teacher participants are paid a stipend for their time.

Sixty-four students from eight different school districts were broken into two week-long classes and trained on the green energy industry, energy efficiency, electrical load auditing, and were coached in developing workforce skills. The summer course was delivered by SMUD's contractor, Strategic Energy Innovations (SEI), and included theoretical classroom lessons and practical field work. Eight students from Luther Burbank used their new skills to audit their school, and have prepared a report and presentation of their findings. The Luther Burbank team, led by science teacher Mayra Tellez, will also lead local middle school students through a classroom energy audit. SMUD provides funding to develop and carry out the curriculum and support in developing presentations. SMUD provides tools and materials to assist teacher participants in incorporating energy education into their broader curriculum.

Participating school districts are Center Unified, Natomas Unified, Elk Grove Unified, Sacramento City Unified, Twin Rivers Unified, Folsom Cordova Unified, Galt High, and San Juan Unified.

### II. DRIVING GOVERNANCE

Board Policy 3511 Grimes-Kennedy Green and Grid Neutral Model Schools Policy

### III. BUDGET

N/A

# Board of Education Executive Summary

## Facilities Support Services

SMUD High School Energy Audit Training Project – Energy Efficiency  
Recommendations for Luther Burbank High School  
November 6, 2014



### IV. GOALS, OBJECTIVES, AND MEASURES

- Provide workforce skills and experience to SCUSD high school students in energy efficiency and energy auditing, and introduce them to energy efficiency career paths.
- Establish students as a resource for educating peers, teachers and administrators regarding cost effective energy efficiency measures and options for reducing energy demand and associated carbon emissions.
- Reduce electrical costs associated with heating, lighting, and cooling at Luther Burbank High School.
- Facilitate teaching staff to incorporate energy efficiency and conservation lessons into their broader curriculum.
- Raise community awareness about the importance of energy conservation in helping to reduce greenhouse gas emissions and mitigate global climate change.

### V. MAJOR INITIATIVES

N/A

### VI. RESULTS

Eight students from Luther Burbank high school completed one week of intensive education in energy auditing, the impact of energy use on the global environment, and green career options. Students completed an audit of Luther Burbank High School and have made recommendations for cost-effective energy reductions.

### VII. LESSONS LEARNED/NEXT STEPS

Facilities Support Services to evaluate student recommendations for potential to include in Proposition 39 efficiency projects. Students will promote student/teacher energy efficiency behaviors on campus.



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 10.2

**Meeting Date:** November 6, 2014

**Subject:** Facility Repurpose and Reuse: Proposal, Ranking and Fee Structure for Approval

- ☐ 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:**

Board to approve the presented Proposal, Ranking and Fee Structure format.

**Background/Rationale:**

Timeline:

- March 6, 2014 7-11 recommendation to the Board
- June 19, 2014 Staff presented proposed criteria and fee structure
- July 8,9,10, 2014 Tours conducted
- July 17,2014 Staff presented on criteria and tiered fee structure and civic center categories
- August 27, 2014 Community Forum
- October 2, 2014 Staff presented draft proposal format and scoring options



Additional information provided:

- SCUSD website
  - FAQs
  - Insurance Requirements
  - Utility Reports

**Financial Considerations:**      None at this time.

**Documents Attached:**

1. Executive Summary
2. Proposal

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** José L. Banda, Superintendent  
Cathy Allen, Assistant Superintendent  
Facilities Support Services

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

# Board of Education Executive Summary

## Facilities Support Services

Repurpose and Reuse: Proposal, Ranking and Fee Structure for Approval  
November 6, 2014



### I. OVERVIEW / HISTORY

On March 6, 2014, the 7-11 Committee presented a recommendation to the Board regarding the schools closed during the 2012-13 school year. The recommendation was to not surplus any of the closed school sites and to seek viable tenants to occupy the various sites.

On June 19, 2014, staff presented information to the Board outlining proposed criteria and a fee structure for the repurposing and reuse of closed District sites. The Board encouraged staff to continue moving forward and to keep the Board updated. The Board comments and requests included:

- Multiple options for defining the fee structure, including a tiered model
- An overview of the Civic Permit categories
- Benefit to the community, including but not limited to needs and affordability
- Provide site tours

On July 8, 9 and 10 staff coordinated tours for any interested individuals and organizations.

On July 17, 2014, staff presented additional information requested by the Board outlining proposed criteria and various pricing options/fee structures and civic center categories which would include:

- Financial review
- Benefit to the community – including neighborhood K-12 students
- Program description
- First/last month deposit
- Credit score of lead lessee
- Evaluation of potential impacts to the District

On August 27, 2014, a forum was held at Fruit Ridge Elementary to provide additional information and to answer any questions posed by the attendees. Community partners reviewed all handouts in detail using feedback from prior Board meetings. All documents were posted to the SCUSD website.

# Board of Education Executive Summary

## Facilities Support Services

Repurpose and Reuse: Proposal, Ranking and Fee Structure for Approval  
November 6, 2014



Information presented included:

- FAQs
- Utility reports for all of the closed school sites
- Insurance requirements for all of the closed school sites
- Draft proposal format

On October 2, 2014, staff presented the Board with a draft proposal format and scoring process to evaluate proposals received from interested individuals/organizations.

### II. DRIVING GOVERNANCE

Education Code §17387 -17391.

### III. BUDGET

N/A

### IV. GOALS, OBJECTIVES, AND MEASURES

- Present Proposal, Ranking and Fee Structure for Board Approval

### V. MAJOR INITIATIVES

N/A

### VI. RESULTS

The desired result is the reuse of the District's closed facilities to meet District and community needs.

### VII. NEXT STEPS

Proposals to be received by staff on December 15, 2014; criteria scoring applied and all proposals to be presented to the Board on January 22, 2014.



Sacramento City Unified School District

# Proposals for Closed Sites

## Proposed Schedule

Proposals due: ~~9/10~~ ~~10/16~~ 12/15/2014

Proposals presented to Board: ~~10/2~~ ~~11/6~~ 1/22/2015

Cathy Allen  
Assistant Superintendent,  
Facilities Support Services

(916) 643-9233

[Elena-Hankard@scusd.edu](mailto:Elena-Hankard@scusd.edu)

## Description of Organization

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- Identify the lead agency who is submitting this proposal. Give a positive, concise, and fact-based description of your organization(s) : what it does, and what is going to make it unique, competitive and successful. Describe special features that will make your organization attractive to potential users and identify your organization's primary goals and objectives. If your organization serves a specific geographic area, list that information here.

*Please also include your non-profit status.*

Points  
10

## Primary Organization Ownership/Legal Entity

- If licenses or permits are required, describe the requirements for acquiring them and where you are in the process, if applicable.

*If you have not already stated whether this is an expansion of your current services or a relocation of your current services, include that here.*

Points  
10

## Partners

- List all of your partners that will be sharing the facility with you. Will you create a partnership to offer services or will your partners operate independently? If information about your partners—including your financial arrangements with them—plays an important part of your business, include the relevant information in this section.

Points  
10

## Location

- Remember that location is of paramount importance to some types of organizations, less so for others.

- Please indicate your first choice of location and explain why it would be beneficial to your purpose. In case your first choice is not available, please also indicate a secondary location that would meet your needs.
- Are there particular classrooms or other spaces that you have already identified as being ideal for the setup of your service?
- Please attach site maps to the Appendices of this document, indicating your primary and secondary choices for both location(s) and for the spaces within the location(s).

Points  
10

## Interior

- Are there any special requirements/modifications to the space that you will have to construct or install? If so, you will need Sacramento City Unified School District permission to do so.

Points  
10

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## Start of Operation and Hours of Operation

▶ By what date do you anticipate beginning your operations at the site?

What hours do you anticipate operating? Will you follow the Sacramento City Unified School District calendar? During your hours of operation, will you require exclusive use of common space, such as multi-purpose rooms, fields, playground equipment, etc.?

Points  
10

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## Services/Benefits Provided

▶ Describe your services and why there is a demand for them. How do they benefit Sacramento City Unified School District students, families and community? Will you charge fees for your services, and if so how much?

Describe the benefits your service will provide in the following areas, if applicable:

- Job Creation
- Housing
- Health Care
- Senior Focused Groups

Points  
20

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## Financial Management

▶ Please describe how you envision your organization operating for its first year in this facility, giving emphasis to your ability to meet financial obligations and other considerations of the lease.

If your proposal is approved by the Board of Education, please confirm that you will be able to meet SCUSD insurance requirements. The limits of liability shall not be less than a Combined Single Limit for Bodily Injury, Property Damage and Personal Injury Liability of \$1,000,000 per occurrence. See the attached sample insurance documents for more guidance on this subject.

Points  
20

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## Appendix

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### Miscellaneous Documents

▶ Please attach any other documents that you believe are relevant to your program. Make sure to include the site maps of the locations you are interested in, with your first and second choice of spaces clearly marked.

**Total Points:**

Points  
100



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

**Meeting Date:** November 6, 2014

**Subject:** First Reading of New Board Policy: Early Kindergarten

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☒ Conference/First Reading (Action Anticipated: November 20, 2014)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

**Segment/Department:** Academic Office/Early Kindergarten

**Recommendation:** The Board of Education is requested to approve the Early Kinder Board Policy.

**Background/Rationale:**

An important step in reaching the vision outlined in Pillar One, *College and Career Ready Students*, of the district's strategic plan, is to build a stronger support network for our youngest learners. In 2010, California enacted the Kindergarten Readiness Act, S.B. 1381, which has moved back the Kindergarten entry date, and requires districts to offer Transitional Kindergarten, affectionately called Early Kinder in SCUSD. This gift of time affords children who turn five between September 1<sup>st</sup> and December 2<sup>nd</sup> an additional year of school and serves as a bridge between preschool and Kindergarten.

The district began its implementation of the Early Kinder program in 2011 with five pilot school sites (Alice Birney Waldorf Inspired K-8, Leonardo da Vinci K-8, Theodore Judah, and Hubert Bancroft/Thomas Jefferson). Since then, it has expanded to H.W. Harkness, A.M. Winn, and Pacific, providing students and families regional access for this early educational opportunity. The response from parents and school staff strongly indicate that Early Kinder provides the extra support to help students develop the social, emotional and academic skills needed for regular Kindergarten and success in school.

The adoption of a Board policy will outline the state regulation and prescribe the essential program components that will necessitate that students enrolled in the program will exist with the knowledge, skills, and attitudes that will position them for success in subsequent grades.

**Financial Considerations:** The adoption of the proposed policy does not have any budget implications. However, the Early Kinder program is supported with funds generated by Average Daily Attendance (ADA) dollars plus added general fund dollars. These additional funds serve to underwrite the costs for classroom set-up, instructional resources and professional learning. The total amount budgeted to maintain the seven programs is \$236,000.

**Documents Attached:**

1. Executive Summary
2. Proposed Early Kindergarten Board Policy

**Estimated Time of Presentation:** 30 minutes

**Submitted by:** Olivine Roberts, Ed.D., Chief Academic Officer

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



## **I. Overview of the Early Kinder Program**

An important step in reaching the vision outlined in Pillar One, *College and Career Ready Students*, of the district's strategic plan, is to build a stronger support network for our youngest learners. In 2010, California enacted the Kindergarten Readiness Act, S.B. 1381. Prior to that time, children in Sacramento City Unified School District (SCUSD) and throughout the state began Kindergarten at a younger age than almost all other states. These early age students often begin school before they have maturity, early literacy and pre-math skills needed to meet the challenges of a rigorous academic Kindergarten program. Moving back the Kindergarten entry date is a welcome response addressing this longstanding practice and has created a new educational opportunity, Transitional Kindergarten, affectionately called Early Kinder in SCUSD. This gift of time affords children who turn five between September 1<sup>st</sup> and December 2<sup>nd</sup> an additional year of school and serves as a bridge between preschool and Kindergarten. Early Kinder uses developmentally appropriate curricula aligned to the Common Core State Standards and taught by credentialed teachers in an enriching environment.

The district continues to deepen its implementation of the Early Kinder program for its students and families. Since its implementation in 2011 with five pilot school sites (Alice Birney Waldorf Inspired K-8, Leonardo da Vinci K-8, Theodore Judah, and Hubert Bancroft/Thomas Jefferson), it has expanded to H.W. Harkness, A.M. Winn, and Pacific, providing students and families regional access for this early educational opportunity. The response from parents and school staff strongly indicate that Early Kinder provides the extra support to help students develop the social, emotional and academic skills needed for regular Kindergarten and success in school. It is the district's intent to expand the program to each school that is able to support this educational opportunity for its school community.

An important step sustaining the Early Kinder program is the adoption of a Board policy. Using the California School Boards Association (CSBA) sample policy as a guide, the district has drafted a policy that outlines the state regulation and prescribes the essential program components that will necessitate that students enrolled in the program will exist with the knowledge, skills, and attitudes that will position them for success in subsequent grades. The following notes a brief description of each section of the proposed Board policy:

- Section one describes the district's intent to provide a high quality Early Kinder program for the children that do not meet the minimum age requirement for Kindergarten in the state of California. It defines the Early Kinder program as the first year of a two-year experience and states that the Board encourages ongoing collaboration among all school community and school district stakeholders.



**Board of Education Executive Summary**  
**Academic Office: Early Kindergarten Board Policy**  
**November 6, 2014**



- Section two states the student eligibility dates for the current school year and each year after 2014/2015 as specified by the California Department of Education. Parents or guardians shall be notified of program availability and the program requirements. Enrollment in Early Kinder shall be voluntary.
- Section three addresses the district's intent to provide a modified curriculum that is age and developmentally appropriate. Upon the recommendation of the Superintendent or designee, the Board shall approve the academic standards for Early Kinder that bridge the preschool learning foundations and the academic standards for Kindergarten in English language arts, mathematics, physical development, the arts, science, social studies, English language development, and social-emotional development. The number of instructional minutes required for Early Kinder is the same as required in Kindergarten, which is a minimum of 180 minutes. Early Kinder students can be placed in the same room as Kindergarten students.
- Section four stipulates that teachers assigned to an Early Kinder classroom shall possess a teaching credential or permit that authorizes Kindergarten grade level instruction. The Superintendent or designee may provide professional development to ensure that the Early Kinder teachers are knowledgeable about district standards and effective teaching methods.
- Section five specifies students who complete Early Kinder shall be eligible to continue in Kindergarten the following year. Early Kinder students shall return to their designated home school site or school site designated by the Open Enrollment process. A child shall not attend more than two years in any combination of Early Kinder or regular Kindergarten classes.
- Section six delineates that the Superintendent or designee shall develop or identify appropriate assessments for Early Kinder students. The Superintendent will monitor and report to the Board regarding program implementation and student progress.

Ensuring that a broad-based coalition of district's stakeholders had a voice in the process, the policy development engagement approach as outlined in the Board's bylaws was utilized. As a result, the proposed Early Kinder policy was vetted with the District Advisory Committee, District English Learner Advisory Committee; and the Community Advisory Committee for Special Education. The policy was also shared with the Sacramento City Teachers Association. In addition, the Early Kinder Advisory Committee, consisting of teachers, principals, and parents, had the opportunity to review the policy. Furthermore, presentations were made at a Hubert Bancroft PTA meeting and a Pacific Elementary School Site Council meeting; at both of these meetings, all Early Kinder parents were invited to participate and provide feedback. Input from the various stakeholders helped to shape the development of the proposed policy.



The adoption of the proposed Early Kinder policy serves as an essential means to guide the development, implementation, and evaluation of the Early Kinder program in accordance with the Kindergarten Readiness Act. In addition, the policy reinforces the importance of early-childhood education as a vital component of our students' educational experience and contribution to their well-being, social development, and readiness to learn.

## **II. Driving Governance**

The research clearly indicates that high-quality education for young learners is vitally important in assuring school success and plays a pivotal role in closing the achievement gap among groups of students. Children who participate in high-quality early childhood programs tend to perform at/above the proficiency level, have greater language abilities, and fewer grade retentions (Lynch, 2005). According to a study conducted by the RAND Corporation in 2007, the readiness gap mirrors the achievement gap of students in the primary grades. However, the report denoted that entering Kindergarten at an older age is an important predictor for student success. Students who are older when they enter Kindergarten demonstrate a significant boost in academic achievement, self-confidence, and positive attitudes about school and learning.

Consequently, to ensure student readiness, it is vital that SCUSD provides an Early Kinder (two-year) program to give students an additional year to mature socially, emotionally, cognitively, and physically.

## **III. Budget**

The adoption of the proposed policy does not have any budget implications. However, the Early Kinder program is supported with funds generated by Average Daily Attendance (ADA) dollars plus added general fund dollars. These additional funds serve to underwrite the costs for classroom set-up, instructional resources and professional learning. The total amount budgeted to maintain the seven programs is \$236,000.

## **IV. Goals, Objectives and Measures**

The district is fully committed to preparing its students for college and career. Its goal is to provide students with experiences, beginning with the formative years, which will place them on a trajectory that will position them for success beyond their preschool- grade 12 tenure. Hence, the Early Kinder program is critical to accomplishing this end.



To ensure the program's success, the district is committed to providing an infrastructure of support based on research, reform initiatives and exemplary practices. This includes quality professional learning that is continuous and fosters a deepening of subject matter knowledge and a greater understanding of learning for improving classroom practice and student learning, as well as customized targeted support.

Additionally, the district will assess the quality, effectiveness, and fidelity of implementation through the consistent review of curriculum content for alignment to standards, cognitive demand, diversity, and relevance. The quality of teaching and learning will be determined through observations of instructional delivery, progress reports, and teacher reflection. Using multiple measures to further ensure validity, the district will also collect perception data through surveys, and evaluations of professional learning. All results will be used to inform programmatic and systematic changes.

## **V. Major Initiatives**

As an early adopter of Early Kinder, the district first organized an advisory committee balanced with district administrators, site principals, and parent members. The program is progressing through the work and efforts of implementing sites and the advisory committee. A positive boost for the program was the Packard Foundation's approval for the district's submitted grant requests for three consecutive years of \$15,000, \$25,000, and \$25,000. This much needed grant funding was used to support classroom set-up, instructional materials, professional learning, and school community presentations. The program's focus continues through building a strong foundation by:

- Cultivating a community of practice
- Building a developmentally appropriate curriculum model
- Providing professional learning opportunities for staff
- Building an informational base to inform parents, students, and staff to support Early Kinder growth
- Providing parent engagement opportunity

More specifically, program improvements have been made by:

- Developing CCSS-aligned curriculum
- Supplying needed instructional and classroom materials
- Upgrading the Early Kinder Student Progress Report used to share performance information with parents
- Delivering professional learning such as: Social Emotional Development, Hands-on Learning in Math, and Pathways for Early Learners

**Board of Education Executive Summary**  
**Academic Office: Early Kindergarten Board Policy**  
**November 6, 2014**



- Providing a School Readiness Developmental Screening Assessment model to evaluate Kindergarten readiness for Early Kinder students

Building a common Early Kinder model that educates the whole child and assisting the existing sites is positioning the district for future program expansion.

## **VI. Results**

While the program is yet evolving, data from varying sources indicate that the program is indeed making a difference and is positively impacting student learning. It has grown from serving approximately 71 students and their families to now serving 156 in schools regionally placed throughout the district. To garner the perception of parents and staff, last spring, a survey was administered to parents and staff at each Early Kinder.

Feedback from parents who responded to the survey is as follows:

- Ninety-nine percent (99%) indicated that Early Kinder provided the time and instruction necessary to develop the social/emotional and academic skills needed at this grade level
- One hundred percent (100%) noted that the program provided appropriate opportunities for social/emotional development to help build positive social interactions with peers and school staff
- One hundred percent (100%) responded that the program provided instructional opportunities to increase self-regulation and accept class/school instruction
- Ninety percent (90%) cited that their child benefitted from having this program to help prepare for Kindergarten/next steps in school
- Ninety-eight percent (98%) indicated that the program provided a variety of learning activities such as: play, student choice, one to one, small group, and large group instruction to help build capacity for their child
- Ninety-eight percent (98%) stated that the program has been a positive learning experience for their child

Feedback from teachers who responded to the survey is as follows:

- Parent involvement has increased
- They have a deeper understanding of the developmental needs of their students
- English learners (EL) are showing tremendous growth
- Better structures are in place so that teaching activities/workshop centers are working more effectively
- Teacher collaboration has increased

**Board of Education Executive Summary**  
**Academic Office: Early Kindergarten Board Policy**  
**November 6, 2014**



The district continues to build a close working relationship with neighboring school districts in the area and throughout the state. The Early Kinder school sites and district office have hosted and shared materials/ideas with visitors from Early Edge, the California State Legislature, the Sacramento County Office of Education, and surrounding school districts this past year. Sacramento City Unified participates in collaborative meetings with the Sacramento County Office of Education and other district representatives to help build a learning group that supports regional development of this program. In addition, the Community Partners Program with California State University, Sacramento-Student Volunteers/Student Partners has been very beneficial to the Early Kinder program.

Within the district, a more collaborative partnership continues to be developed between Early Kinder, Child Development Department, and the Curriculum & Instruction Department. With the development of Early Kinder, professional development meetings have created more opportunities to open dialogue between Preschool, Early Kinder, and regular K-12 education, helping us build a joint partnership to strengthen early education opportunities for families and students in the district.

## **VII. Lessons Learned/Next Steps**

As the district moves forward with the established Early Kinder sites, the district will continue to build a strong program model by:

- Continuing to provide professional learning in Early Kinder Curriculum and Instructional Practices, Social Emotional and Physical Development, Developmental Play, Assessment for Kinder Readiness, Hands-on Mathematics, and Classroom Management/Behavior Techniques for Early Kinder students
- Continuing to provide developmentally appropriate instructional materials
- Continuing to develop the Early Kinder student assessment model
- Continuing to evaluate program success through student assessments and program evaluation from parents, site principals, and teachers
- Enhancing communication to provide information to the school community and build future enrollment at the school sites
- Organizing and holding monthly meetings to build a common district program model and further develop the program's instructional platform
- Developing new program sites as the district budget allows

# Sacramento City USD

## Board Policy

### Early Kinder (Transitional Kindergarten)

The governing board desires to offer a high-quality Early Kinder (Transitional Kindergarten) Program for eligible children who do not yet meet the minimum age criterion for Kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in Kindergarten and beyond.

The district's Early Kinder shall be the first year of a two-year Kindergarten program (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

*(cf. 0420 – School Plans/Site Councils)*  
*(cf. 1220 – Citizen Advisory Committees)*  
*(cf. 6020 – Parent Involvement)*

### Eligibility

The district's Early Kinder Program shall prioritize student enrollment for children whose fifth birthday lies between: (Education Code: 48000)

- November 2 and December 2 in the 2012-13 school year
- October 2 and December 2 in the 2013-14 school year
- September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the Early Kinder Program shall be voluntary.

*(cf. 5111 - Admission)*  
*(cf. 5111.1 – District Residency)*  
*(cf. 5111.12 – Residency Based on Parent/Guardian Employment)*  
*(cf. 5111.13 – Residency for Homeless Children)*  
*(cf. 5141.22 – Infectious Diseases)*  
*(cf. 5141.3 – Health Examinations)*  
*(cf. 5141.31 – Immunizations)*  
*(cf. 5141.32 – Health Screening for School Entry)*

## **Curriculum and Instruction**

The district's Early Kinder Program shall be based on a modified Kindergarten curriculum that is age and developmentally appropriate. (Education Code: 48000)

*(cf. 6141 – Curriculum Development and Evaluation)*

*(cf. 6161.1 – Selection and Evaluation of Instructional Materials)*

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for Early Kinder that bridge preschool learning foundations and Kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social studies, English language development, and social-emotional development.

*(cf. 5148.3 –Preschool/Early Childhood Education)*

*(cf. 6011 – Academic Standards)*

*(cf. 6174 – Education for English Language Learners)*

The number of instructional minutes offered in Early Kinder shall be the same as that required for the district's Kindergarten program.

*(cf. 6111 – School Calendar)*

*(cf. 6112 – School Day)*

Early Kinder students may be placed in the same classrooms as Kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

## **Staffing**

Teachers assigned to teach in Early Kinder classes shall possess a teaching credential or permit that authorizes instruction at the Kindergarten grade level.

*(cf. 4112.12– Certification)*

The Superintendent or designee may provide professional development as needed to ensure that Early Kinder teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

*(cf. 4131– Staff Development)*

## **Continuation to Kindergarten**

Students who complete the Early Kinder program shall be eligible to continue in Kindergarten the following school year.

Students enrolled at a regional non-neighborhood Early Kinder school site shall return to their assigned/neighborhood home school to continue their regular 2<sup>nd</sup> year in Kindergarten. Parents requesting to continue the second year of Kindergarten at a regional non-neighborhood school would apply to do so through the Open Enrollment Process.

A student shall not attend more than two years in a combination of Early Kinder and Kindergarten. (Education Code 46300)

(cf. 5123 – Promotion/Acceleration/Retention)

## **Program Evaluation**

The Superintendent or designee shall develop or identify appropriate assessments of Early Kinder students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 – Accountability)

(cf. 6162.5 – Student Assessment)

### *Legal Reference:*

#### Education Code

8973 Extended-day Kindergarten

44258.9 Assignment monitoring by county office of education

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, Kindergarten

46300 Computation of average daily attendance, inclusion of Kindergarten and transitional Kindergarten

48000 Minimum age of admission (Kindergarten)

48002 Evidence of minimum age required to enter Kindergarten of first grade

48200 Compulsory education, starting at age six

60605.8 Academic Content Standards Commission, development of Common Core Standards

### *Management Resources:*

#### CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

California Preschool Curriculum framework, Vol. 1, 2010

California Preschool Learning Foundations, vol. 1, 2008

PreKindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

11-08 Transitional Kindergarten assignments, Credential Information Alert, August 25, 2011

### Web Sites:

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

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

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.tkcalifornia.org>





## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.4

**Meeting Date:** November 6, 2014

**Subject:** AB 1200 Disclosure of Cost of the Tentative Agreements with Bargaining Units – United Professional Educators (UPE)

- ☐ 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 Services

**Recommendation:** Approve AB 1200 Disclosure of Costs of the Tentative Agreement with United Professional Educators (UPE)

**Background/Rationale:** Government Code §3547.5 requires districts to provide the Board of Education, as well as the public, with a summary and costs of negotiated agreements with exclusive representatives before they are implemented. Further, a tentative agreement must be ratified with the Governing Board before it may be implemented.

**Financial Considerations:** See Attachment A.

**Documents Attached:**

1. Executive Summary
2. Attachment A- Sacramento County Office of Education- Public Disclosure of Collective Bargaining Agreement
3. Attachment B- Tentative Agreements

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Cancy McArn, Assistant Superintendent  
Human Resources and Employee Compensation Services

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

# Board of Education Executive Summary

## Human Resources & Employee Compensation

### AB 1200 Disclosure and UPE Tentative Agreement

November 6, 2014 Board Meeting



#### I. OVERVIEW / HISTORY

Government Code §3547.5 requires districts to provide the Board of Education, as well as the public, with a summary and costs of negotiated agreements with exclusive representatives before they are implemented. The AB 1200 Disclosure provides a summary of the major provisions of the terms of the negotiated tentative agreement. In addition, the cost of the terms for the years of the agreement must also be presented to the public prior to the final approval.

#### II. DRIVING GOVERNANCE

- Board Policy – Administrative Regulation 4243.1 – Public Notice – Personnel Negotiations – Before entering into a negotiated agreement, the Board shall disclose, at a public meeting, the major provisions of the agreement, including but not limited to the costs that would be incurred by the district under the agreement for the current and subsequent fiscal years.
- Government Code 3547.5 – Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.
- Government Code 3540.2 – A school district that has a qualified or negative certification pursuant to Section 42131 of the Education Code shall allow the county office of education in which the school district is located at least 10 working days to review and comment on any proposed agreement made between the exclusive representative and the public school employer.

#### III. BUDGET

See Attachment A: Sacramento County Office of Education, Public Disclosure of Collective Bargaining Agreement

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

United Professional Educators (“UPE”) and the Sacramento City Unified School District (“District”), collectively referred to as the “Parties” negotiated in good faith to reach a two year Tentative Agreement (“TA”), as set forth in Attachment B.

#### V. MAJOR INITIATIVES

The key provisions of the Tentative Agreement with UPE are summarized as follows:  
Compensation

## Board of Education Executive Summary

### Human Resources & Employee Compensation

#### AB 1200 Disclosure and UPE Tentative Agreement

November 6, 2014 Board Meeting



- For the 2014-2015 school year, the UPE salary schedule(s) will increase by two percent (2%) effective July 1, 2014.
- For the 2015-2016 school year, the UPE salary schedule(s) will increase by one percent (1%).
- Effective the date of this executed TA, and based on member generated savings, the District's contribution toward the members' health benefits shall be increased from 75% to 100% of the cost of the Kaiser HMO Employee Only Plan.
- The District and UPE agree to participate in a "Health and Welfare Benefits Committee" for the purposes of studying fringe benefit coverage, with emphasis on the requirements of the Affordable Care Act.
- The District and UPE agree that employees with accumulated vacation shall be allowed to cash out up to ten (10) days each year, as defined in the TA. Additionally, the Parties agree to work collaboratively to identify options in addressing the vacation accruals over the contract limit and to minimize the District's unfunded liability.

#### Other

- The District and UPE agree to meet and bargain any effects the implementation of a new District information system may have on UPE members' working conditions.
- The District and UPE agree to review prior tentative agreements, MOUs, side letters or other documents related to the agreement and work together to incorporate them into the Collective Bargaining Agreement.

#### **VI. RESULTS**

Good faith bargaining between the Parties resulted in a signed TA between United Professional Unit (UPE) and the District.

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

Approve AB 1200 Disclosure of Cost of the Agreement and Tentative Agreements for UPE.

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Sacramento City Unified School**

Name of Bargaining Unit: **UPE, SEIU, CSA and Teamsters**

Certificated, Classified, Other: **Certificated, Classified**

The proposed agreement covers the period beginning: **July 1, 2014** and ending: **June 30, 2016**

(date) (date)

The Governing Board will act upon the agreement on: **Potentially October 16, 2014**

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

### A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 13/14	FY 14/15	FY 15/16	FY 16/17
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$65,087,348.17	\$1,301,746.96	\$1,965,637.91	\$0.00
			2.00%	2.96%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
	Description of other compensation				
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$12,015,377.85	\$250,404.18	\$380,441.09	\$0.00
			2.08%	3.10%	0.00%
4	Health/Welfare Plans	\$25,243,776.00	\$128,809.00	\$128,809.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$102,346,502.02	\$1,680,960.14	\$2,474,888.00	\$0.00
			1.64%	2.38%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$2,144,845.00	\$0.00	\$0.00	\$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	1789	1789	1789	1789
8	Total Compensation <u>Average</u> Cost per Employee	57,208.78	939.61	1,383.39	0.00
			1.64%	2.38%	0.00%

9. **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**

The negotiated percentage increase was 2% effective July 1, 2014.

There is also an additional 1% effective July 1, 2015, and option to open compensation for FY 2015-16 if state revenues are significantly higher than projected.

10. **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**

No

11. **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

CSA and SEIU agreements end June 30, 2017, there is not salary increases for FY 2016-17.

12. **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes ☐ | No ☒

If yes, please describe the cap amount.

- B. **Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

N/A

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

N/A

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

The contingency language is for compensation for FY 2015-16. There is an reopener language... if state revenues are significantly higher than anticipated, the parties agree to meet.

**E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None

**G. Source of Funding for Proposed Agreement**

**1. Current Year**

The majority of the funding source is general fund unrestricted, but it will also affect categorical funds, charter fund, child development, adult education since SCTA members work in all schools.

**2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?**

N/A

**3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)**

The total increase of this agreement is 3% (2% FY 2014-15 and 1% FY 2015-16) and we plan to cover with part of LCFF funds. The projected increase is included in the Multi Year Projection.

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Unrestricted General Fund

Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of July 17, 2014, Final State Budget )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
LCFF Sources (8010-8099)	\$316,558,570			\$316,558,570
Remaining Revenues (8100-8799)	\$12,703,708			\$12,703,708
<b>TOTAL REVENUES</b>	\$329,262,278	\$0	\$0	\$329,262,278
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$125,664,379		\$0	\$125,664,379
Classified Salaries (2000-2999)	\$34,682,459	\$1,088,521	\$0	\$35,770,980
Employee Benefits (3000-3999)	\$84,279,376	\$317,098		\$84,596,474
Books and Supplies (4000-4999)	\$8,275,416			\$8,275,416
Services, Other Operating Expenses (5000-5999)	\$21,688,671			\$21,688,671
Capital Outlay (6000-6999)	\$106,733			\$106,733
Other Outgo (7100-7299) (7400-7499)	\$3,061,383			\$3,061,383
Direct Support/Indirect Cost (7300-7399)	-\$3,773,498			-\$3,773,498
Other Adjustments				\$0
<b>TOTAL EXPENDITURES</b>	\$273,984,919	\$1,405,619	\$0	\$275,390,538
<b>OPERATING SURPLUS (DEFICIT)</b>	\$55,277,359	-\$1,405,619	\$0	\$53,871,740
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$1,407,504			\$1,407,504
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	-\$34,874			-\$34,874
<b>CONTRIBUTIONS (8980-8999)</b>	-\$52,313,778			-\$52,313,778
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$4,336,211	-\$1,405,619	\$0	\$2,930,592
<b>BEGINNING BALANCE</b>	\$9,381,144			\$9,381,144
Prior-Year Adjustments/Restatements (9793/9795)				\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$13,717,355	-\$1,405,619	\$0	\$12,311,736
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$545,000			\$545,000
Reserved for Economic Uncertainties (9770)	\$8,763,133			\$8,763,133
Designated Amounts (9775-9780)	\$2,000,000			\$2,000,000
Unappropriated Amounts (9790)	\$2,409,222	-\$1,405,619	\$0	\$1,003,603

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Restricted General Fund**  
**Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 7/17/2014)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0		\$0
Remaining Revenues (8100-8799)	\$87,840,416			\$87,840,416
<b>TOTAL REVENUES</b>	\$87,840,416	\$0	\$0	\$87,840,416
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$45,407,757		\$0	\$45,407,757
Classified Salaries (2000-2999)	\$19,515,301	\$213,226		\$19,728,527
Employee Benefits (3000-3999)	\$37,122,458	\$62,115	\$0	\$37,184,573
Books and Supplies (4000-4999)	\$12,787,934			\$12,787,934
Services, Other Operating Expenses (5000-5999)	\$31,042,768			\$31,042,768
Capital Outlay (6000-6999)	\$642,135			\$642,135
Other Outgo (7100-7299) (7400-7499)	\$5,283			\$5,283
Direct Support/Indirect Cost (7300-7399)	\$2,462,494			\$2,462,494
Other Adjustments	\$0			\$0
<b>TOTAL EXPENDITURES</b>	\$148,986,130	\$275,341	\$0	\$149,261,471
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$61,145,714	-\$275,341	\$0	-\$61,421,055
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0			\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0			\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$52,313,778			\$52,313,778
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	-\$8,831,936	-\$275,341	\$0	-\$9,107,277
<b>BEGINNING BALANCE</b>	\$10,502,067			\$10,502,067
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$1,670,131	-\$275,341	\$0	\$1,394,790
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$1,670,131	-\$275,341	\$0	\$1,394,790
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0



## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Combined General Fund

Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 7/17/2014)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$316,558,570	\$0	\$0	\$316,558,570
Remaining Revenues (8100-8799)	\$100,544,124	\$0	\$0	\$100,544,124
<b>TOTAL REVENUES</b>	<b>\$417,102,694</b>	<b>\$0</b>	<b>\$0</b>	<b>\$417,102,694</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$171,072,136	\$0	\$0	\$171,072,136
Classified Salaries (2000-2999)	\$54,197,760	\$1,301,747	\$0	\$55,499,507
Employee Benefits (3000-3999)	\$121,401,834	\$379,213	\$0	\$121,781,047
Books and Supplies (4000-4999)	\$21,063,350	\$0	\$0	\$21,063,350
Services, Other Operating Expenses (5000-5999)	\$52,731,439	\$0	\$0	\$52,731,439
Capital Outlay (6000-6999)	\$748,868	\$0	\$0	\$748,868
Other Outgo (7100-7299) (7400-7499)	\$3,066,666	\$0	\$0	\$3,066,666
Direct Support/Indirect Cost (7300-7399)	-\$1,311,004	\$0	\$0	-\$1,311,004
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$422,971,049</b>	<b>\$1,680,960</b>	<b>\$0</b>	<b>\$424,652,009</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>-\$5,868,355</b>	<b>-\$1,680,960</b>	<b>\$0</b>	<b>-\$7,549,315</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$1,407,504</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,407,504</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>-\$34,874</b>	<b>\$0</b>	<b>\$0</b>	<b>-\$34,874</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$4,495,725</b>	<b>-\$1,680,960</b>	<b>\$0</b>	<b>-\$6,176,685</b>
<b>BEGINNING BALANCE</b>	<b>\$19,883,211</b>			<b>\$19,883,211</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$15,387,486</b>	<b>-\$1,680,960</b>	<b>\$0</b>	<b>\$13,706,526</b>
<b>COMPONENTS OF ENDING BALANCE:</b>	<b>\$0</b>			
Reserved Amounts (9711-9740)	\$2,215,131	-\$275,341	\$0	\$1,939,790
Reserved for Economic Uncertainties (9770)	\$8,763,133	\$0	\$0	\$8,763,133
Designated Amounts (9775-9780)	\$2,000,000	\$0	\$0	\$2,000,000
Unappropriated Amounts - Unrestricted (9790)	\$2,409,222	-\$1,680,960	\$0	\$728,262
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	2.1%			2.1%

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Adult Education Fund

Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters

	Column 1	Column 2	Column 3	Column 4
	<u>Latest Board - Approved Budget Before Settlement (As of 7/17/2014)</u>	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$7,377,510	\$0	\$0	\$7,377,510
<b>TOTAL REVENUES</b>	\$7,377,510	\$0	\$0	\$7,377,510
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$1,936,274	\$0	\$0	\$1,936,274
Classified Salaries (2000-2999)	\$1,376,664	\$25,481	\$0	\$1,402,145
Employee Benefits (3000-3999)	\$1,963,834	\$5,324	\$0	\$1,969,158
Books and Supplies (4000-4999)	\$312,278	\$0	\$0	\$312,278
Services, Other Operating Expenses (5000-5999)	\$1,745,219	-\$30,805	\$0	\$1,714,414
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$43,241	\$0	\$0	\$43,241
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$7,377,510	\$0	\$0	\$7,377,510
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Cafeteria Fund

Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 7/17/2014)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$21,155,100	\$0	\$0	\$21,155,100
<b>TOTAL REVENUES</b>	\$21,155,100	\$0	\$0	\$21,155,100
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$5,826,334	\$105,415	\$0	\$5,931,749
Employee Benefits (3000-3999)	\$3,612,152	\$22,710	\$0	\$3,634,862
Books and Supplies (4000-4999)	\$11,324,142	-\$128,125	\$0	\$11,196,017
Services, Other Operating Expenses (5000-5999)	\$252,686	\$0	\$0	\$252,686
Capital Outlay (6000-6999)	\$200,000	\$0	\$0	\$200,000
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$480,000	\$0	\$0	\$480,000
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$21,695,314	\$0	\$0	\$21,695,314
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$4,724,527			\$4,724,527
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$224,527	\$0	\$0	\$224,527
Unappropriated Amounts (9790)	\$3,959,786	\$0	\$0	\$3,959,786

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Child Development Fund

Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 7/17/2014)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$18,224,145	\$0	\$0	\$18,224,145
<b>TOTAL REVENUES</b>	\$18,224,145	\$0	\$0	\$18,224,145
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$5,604,056		\$0	\$5,604,056
Classified Salaries (2000-2999)	\$4,133,863	\$86,260	\$0	\$4,220,123
Employee Benefits (3000-3999)	\$6,846,920	\$17,819	\$0	\$6,864,739
Books and Supplies (4000-4999)	\$537,762	-\$84,079	\$0	\$453,683
Services, Other Operating Expenses (5000-5999)	\$312,781	-\$20,000	\$0	\$292,781
Capital Outlay (6000-6999)	\$1,000	\$0	\$0	\$1,000
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$787,763	\$0	\$0	\$787,763
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$18,224,145	\$0	\$0	\$18,224,145
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: \_\_\_\_\_

Enter Bargaining Unit: \_\_\_\_\_

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$0	\$0	\$0	\$0
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

<p style="text-align: right;"><b>Combined General Fund</b></p> <p style="text-align: center;"><b>Enter Bargaining Unit: UPE, SEIU, CSA and Teamsters</b></p>			
	<b>2014-15</b>	<b>2015-16*</b>	<b>2016-17</b>
	<b>Total Current Budget After Settlement</b>	<b>First Subsequent Year After Settlement</b>	<b>Second Subsequent Year After Settlement</b>
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$316,558,570	\$327,521,616	\$340,294,512
Remaining Revenues (8100-8799)	\$100,544,124	\$93,194,781	\$93,194,781
<b>TOTAL REVENUES</b>	<b>\$417,102,694</b>	<b>\$420,716,397</b>	<b>\$433,489,293</b>
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$171,072,136	\$171,303,626	\$171,912,367
Classified Salaries (2000-2999)	\$55,499,507	\$55,177,804	\$55,177,804
Employee Benefits (3000-3999)	\$121,781,047	\$124,671,337	\$133,671,337
Books and Supplies (4000-4999)	\$21,063,350	\$14,426,209	\$14,426,209
Services, Other Operating Expenses (5000-5999)	\$52,731,439	\$48,483,560	\$49,383,560
Capital Outlay (6000-6999)	\$748,868	\$748,868	\$748,868
Other Outgo (7100-7299) (7400-7499)	\$3,066,666	\$3,066,666	\$3,066,666
Direct Support/Indirect Cost (7300-7399)	-\$1,311,004	-\$814,144	-\$814,144
Other Adjustments	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$424,652,009</b>	<b>\$417,063,926</b>	<b>\$427,572,667</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>-\$7,549,315</b>	<b>\$3,652,471</b>	<b>\$5,916,626</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$1,407,504</b>	<b>\$1,407,504</b>	<b>\$1,407,504</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>-\$34,874</b>	<b>-\$34,874</b>	<b>-\$34,874</b>
<b>CONTRIBUTIONS (8980-8999)</b>			
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$6,176,685</b>	<b>\$5,025,101</b>	<b>\$5,881,752</b>
<b>BEGINNING BALANCE</b>	<b>\$19,883,211</b>	<b>\$13,706,526</b>	<b>\$18,731,627</b>
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$13,706,526</b>	<b>\$18,731,627</b>	<b>\$24,613,379</b>
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$1,939,790	\$545,000	\$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$8,763,133	\$8,763,133	\$8,763,133
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$2,000,000	\$3,000,000	\$4,000,000
Unappropriated Amounts - Unrestricted (9790)	\$728,262	\$6,423,494	\$11,305,246
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

\* FY 2015-16 includes reductions of \$13.439 Millions for one time funds for QEIA, and Common Core

## J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

### 1. State Reserve Standard

		2014-15	2015-16	2016-17
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$424,617,135	\$417,029,052	\$427,537,793
b.	State Standard Minimum Reserve Percentage for this District <u>2%</u> enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$8,492,343	\$8,340,581	\$8,550,756

### 2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$8,763,133	\$8,763,133	\$8,763,133
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$728,262	\$6,423,494	\$11,305,246
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$0	\$0	\$0
g.	Total Available Reserves	\$9,491,395	\$15,186,627	\$20,068,379
h.	Reserve for Economic Uncertainties Percentage	2.2%	3.6%	4.7%

### 3. Do unrestricted reserves meet the state minimum reserve amount?

2014-15	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2015-16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016-17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

### 4. If no, how do you plan to restore your reserves?

N/A

**5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A**

**6. Please include any additional comments and explanation of Page 4 if necessary:**



#### K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

#### COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	N/A - RL is not longer used The increase LCFF target is 29.56%
	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	N/A %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	1.64%

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT**

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the UPE, SEIU, CSA and Teamsters Bargaining Units, during the term of the agreement from 07/01/2014 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>Increase</u>
<u>Expenditures/Other Financing Uses</u>	<u>Increase</u>
<u>Ending Balance Increase (Decrease)</u>	<u>Decrease</u>

N/A \_\_\_\_\_ (No budget revisions necessary)

\_\_\_\_\_  
District Superintendent  
(Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Interim Chief Business Officer  
(Signature)

\_\_\_\_\_  
Date

**M. CERTIFICATION NO. 2**

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

\_\_\_\_\_  
District Superintendent  
(Signature)

\_\_\_\_\_  
Date

Gerardo Castillo, CPA, Interim CBO  
Contact Person

(916) 643-9405  
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on October 2, 2014 took action to approve the proposed Agreement with the Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

**Tentative Agreement**  
**Between**  
**United Professional Educators**  
**And**  
**Sacramento City Unified School District**

This Agreement is made and entered into October 21, 2014 between Sacramento City Unified School District ("District") and the United Professional Educators ("UPE"), collectively referred to herein as the "parties."

1. Except as expressly provided herein, the current collective bargaining agreement between the parties ("CBA"), including all terms and conditions of the parties' current collective bargaining agreement not otherwise modified by this Tentative Agreement, shall be continued without modification through June 30, 2016.
2. Except as otherwise provided herein, the terms of the collective bargaining agreement between the District and UPE shall be closed for the 2014-2015 and 2015-2016 school years.

**Article 2: Recognition and Bargaining Unit**

New related positions created by the District after December 5, 1994, shall be submitted to the parties for review as to inclusion in the Unit. Inclusion in the Unit shall be approved by mutual agreement of the parties. The parties agree that disputes pertaining to inclusion in the Unit will be forwarded to PERB and are not subject to the grievance procedure provided in this Agreement.

3. In compliance with the above statement, the following classifications will be added to the UPE bargaining unit effective July 1, 2014:

Coordinator I, CAGiSM  
Coordinator I, Instructional Technology  
Coordinator II, Curriculum & Instruction - Mathematics  
Coordinator II, SLC Cohort 8 Grant  
Coordinator II, District Athletics  
Coordinator II, Foster Youth  
Coordinator II, GATE  
Coordinator II, Library and Media Services  
Coordinator II, Linked Learning  
Coordinator II, New Teacher Induction Services  
Coordinator II, Regional Occupational Program  
Coordinator II, State & Federal  
Coordinator II, Student Support Services  
Coordinator III, Assessment and Evaluation  
Coordinator III, Attend Dropout Prevention & Recovery  
Coordinator III, Behavior and Re-Entry

Coordinator III, Curriculum & Instruction - English Language  
Coordinator III, Equity, Access, and Excellence  
Director I, Federal and State Programs  
Director I, Youth Development  
Director II, Attendance, Dropout Prevention, and Recovery  
Director II, Integrated Support Services  
Director II, Multilingual Literacy  
Director II, Social and Emotional Learning  
Director II, Student Services/Alt Education  
Principal, Elementary/Charter School  
Principal, New Joseph Bonnheim

#### **Article 5: Evaluation of Work Performance**

4. The parties agree to revise the current language of the second paragraph of paragraph 4 of Article 5 to read as follows:
  - a. Both parties agree to establish a Joint Evaluation Committee to review the current evaluation instrument and process. The committee will consist of equal members of UPE and District staff.

#### **Article 7 –Salary and Health Benefits**

5. The parties agree to add Section 4 to Article 7 to read as follows:
  - a. For the 2014-2015 school year, the UPE salary schedules will increase by two percent (2.0%) effective July 1, 2014.
  - b. Effective 2014-15 school year, Principal K-8 will be on the same salary range as Principal, Middle.
  - c. For the 2015-2016 school year, the UPE salary, schedules will increase by one percent (1.0%) effective July 1, 2015. The Parties agree to reopen negotiations to bargain over possible enhancements to UPE bargaining unit members' compensation.
6. During the 2013-2014 school year, the District initiated a bidding process for the purpose of providing all eligible employees with affordable, appropriate value, health care coverage. The District agrees to hold UPE members harmless by ensuring that their co-pays and/or other out of pocket expenses related to any changes in health care providers will not increase, if at all, until on or after December 31, 2015. The District and UPE shall reopen negotiations regarding health insurance coverage in sufficient time to ensure an orderly open enrollment process for the 2016 calendar year.

7. Under Article 7 of the current Collective Bargaining Agreement between the District and UPE, the Parties agree to participate in a "Health and Welfare Benefits Committee" for the purpose of studying fringe benefit coverage.

The Parties agree to add the following language to Article 7 (d) to read as follows:

- a. Section 7 (d): The Benefits Committee shall study all matters related to fringe benefits coverage and make recommendations regarding feasibility and cost efficiency. Special emphasis shall be given to the future plan design of health care coverage offered to all employees of the District in light of requirements established for employers and individuals as a result of the Affordable Care Act and/or other applicable law and the need to control benefit cost.
- b. Based on the "fair share" savings generated from the withdrawal of CalPERS Health Benefits, per the agreement signed and dated August 13, 2014, the District and UPE agree to apply this savings to increase the Employee Only health coverage from 75% to 100% (Kaiser Single Health Rate) effective January 1, 2015.

#### **Article 8 – Work Year**

8. The parties agree to delete the existing language of subparagraphs 1 (b)(c) and (d) and replace it with the following:

- a. Section 1 (b) (c) (d): Effective July 1, 2014 all eleven (11) month employees in the UPE bargaining unit are required to work 211 days. They will begin the work year on the official District reporting date and end the work year on the official ending date with adjustments, if necessary. If adjustments are needed, employees will work collaboratively with their Supervisors to adjust those work days.

- b. The parties agree to revise the existing language in Section 2(b) to read:

Section 2 (b): Effective July 1, 2014, all twelve (12) month employees in the UPE bargaining unit are required to work 223 days. They will begin the work year on the official District reporting date and end the work year on the official ending date, with adjustments, if necessary. If adjustments are needed, employees will work collaboratively with their Supervisors on adjusting those work days.

#### **Vacation Accruals for Twelve Month Employees:**

9. The parties agree to add a new Section 3 to Article 8 to read as follows:

- a. Employees with accumulated vacation shall be allowed to cash out up to ten (10) days during each fiscal/school year. Employees desiring to cash out vacation may do so by providing written notification to the Payroll Department. Requests received by Payroll by October 1 will be reimbursed by November 30 and requests received by Payroll by May 1 will be reimbursed by June 30.
- b. Earned vacation shall be taken within twenty-four (24) months following earning except that a maximum of twenty-two (22) days may be accumulated beyond that period for a total of sixty-six (66) days.
- c. Twelve month employees are strongly encouraged to utilize their vacation. All reasonable attempts shall be made to accommodate the requests of employees scheduling vacation. The parties agree to work collaboratively to identify options in addressing the vacation accruals over the contract limit and to minimize the District's unfunded liability.

#### **Change in District's Current Business Information System**

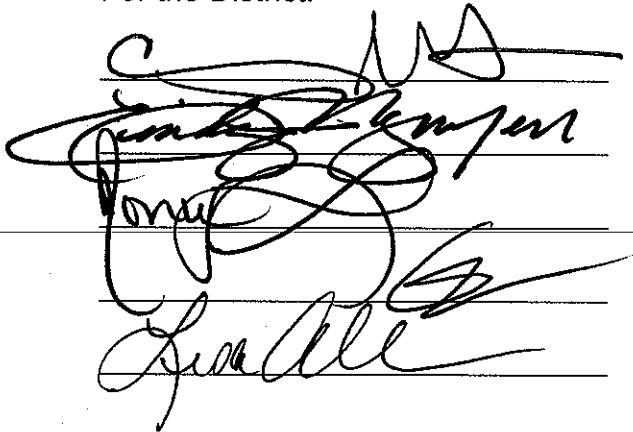
10. The parties acknowledge that the District may replace its current business information system, "ESCAPE", during the term of this Agreement. A transition from the current ESCAPE business information system to a new business information system may require the District to change certain business practices or may provide the District opportunities to reduce costs and improve the efficiency of current business practices. In the event that such changes become foreseeable, the District and UPE agree to meet and bargain regarding any effects its implementation may have on the parties' Collective Bargaining Agreement or unit members' salaries or working conditions.

#### **Contract Management**

11. The District and UPE have a mutual interest in maintaining an accurate and updated record of the agreements between the parties. Accordingly, the District and UPE shall meet upon the commencement of the 2014-2015 school year for the limited purpose of discussing whether any agreements between the parties, including but not limited to all known memoranda of understanding, side letters of agreements, and tentative agreements, are still effective and unexpired. Upon completion of this comprehensive review, the parties agree to work together in order to consolidate any ratified, unexpired and effective agreements between the parties and incorporate them into the Appendix of the collective bargaining agreement between the District and UPE.
12. The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

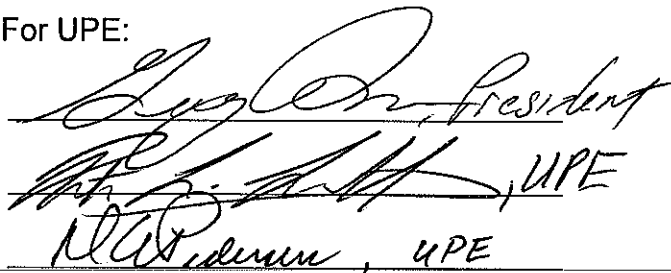
13. This tentative agreement shall not be effective until and unless it has been ratified by UPE and approved by the District's Board of Education. The UPE and District bargaining team acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the parties they represent.

For the District:

Three handwritten signatures in cursive script are written over three horizontal lines. The first signature is the most prominent and appears to be 'C. [unclear]'. The second signature is partially obscured by the first. The third signature is 'L. [unclear]'.

Date: October 21, 2014

For UPE:

Three handwritten signatures in cursive script are written over three horizontal lines. The first signature is 'L. [unclear] President'. The second signature is 'M. [unclear] UPE'. The third signature is 'M. [unclear] UPE'.

Date: October 21, 2014





## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 11.1

**Meeting Date:** November 6, 2014

**Subject:** Business and Financial Information

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

**Division:** Business Services

**Recommendation:** Receive business and financial information.

**Background/Rationale:**

- Developer Fees Report for Fiscal Year Ending June 30, 2014
- Investment Reports as of March 31, 2014 and June 30, 2014

**Financial Considerations:** Reflects standard business information.

**Documents Attached:**

- Developer Fees Report for Fiscal Year Ending June 30, 2014
- Investment Reports as of March 31, 2014 and June 30, 2014

**Estimated Time:** N/A

**Submitted by:** Gerardo Castillo, CPA, Interim Chief Business Officer

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

Sacramento City Unified School District  
Developer Fees Revenue/Expenditure Actuals  
for Fiscal Year Ending June 30, 2014

**6/30/2014**

<b>Beginning Fund Balance</b>	<b>\$ 122,384.83</b>
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**REVENUE**

Developer Fees Collected	\$ 920,224.33
Educational Revenue Augmentation Fund (City and County Redevelopment)	\$ 2,281,614.75
Interest Earned	3,093.00
Contributions from Closed Redevelopment Agency Resources	<u>381,254.77</u>
2013-14 Total Revenue	<b><u>\$ 3,586,186.85</u></b>

<b>TOTAL AVAILABLE REVENUE</b>	<b><u>\$ 3,708,571.68</u></b>
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**EXPENDITURES**

<u>Site</u>	<u>Purpose</u>	<u>Type</u>	
COP Debt Service	Principal and interest expenses for 2001 and 2002 COPs	Administrative	\$ 2,405,000.00
District Operations	Consulting for Office of Public School Construction Applications	Administrative	<u>19,337.50</u>

<b>TOTAL EXPENDITURES</b>	<b><u>\$ 2,424,337.50</u></b>
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<b>2013-14 Available Ending Fund Balance</b>	<b><u>\$ 1,284,234.18</u></b>
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**Sacramento City Unified School District**  
**Investment Summary**  
**As of March 31, 2014**

	<u>Amount</u> <u>Invested</u>		<u>Estimated</u> <u>Annual</u> <u>Earnings</u>	<u>Investment Director</u>	<u>%</u> <u>Yield</u>
<b>Sacramento County Pooled Investment Fund:</b>					
General Fund	\$ 39,749,567	\$	138,726	Sacramento County Investment	0.35%
Special Revenue Funds <sup>1</sup>	\$ 5,711,710	\$	19,934	Sacramento County Investment	0.35%
Debt Service Fund	\$ 163,757	\$	572	Sacramento County Investment	0.35%
Internal Service Funds <sup>2</sup>	\$ 12,840,156	\$	44,812	Sacramento County Investment	0.35%
Capital Project Funds <sup>3</sup>	\$ 45,565,180	\$	159,022	Sacramento County Investment	0.35%
<b>Local Agency Investment Fund:</b>					
2001 Investment Fund	\$ 905,994	\$	2,392	LAIF	0.26%
<b>Investment Agreements For:</b>					
2001 COP - Serna Center/Refunding	\$ -	\$	-	US Bank	0.00%
2002 Variable Rate Demand COP	\$ 0	\$	-	Wells Fargo	0.00%
2014 Lease Revenue Refunding Bonds	\$ 320,495	\$	-	Bank of New York Mellon	0.00%
GO Bond 2013 Series A	\$ 13,173,276	\$	10,539	Sacramento County Investment	0.080%
GO Bond 2013 Series B (QSCB)	\$ 18,156,027	\$	14,706	Sacramento County Investment	0.081%

This Portfolio is in compliance with the District's Investment Policy and the District expects that it can meet its expenditure requirements for the next six months.

<sup>1</sup> Includes Charter School, Adult Education, Child Development, Cafeteria and Deferred Maintenance Funds

<sup>2</sup> Includes Self Insurance and Retiree Benefits Funds

<sup>3</sup> Includes Building, Capital Facilities and Mello-Roos Funds

**Sacramento City Unified School District**  
**Investment Summary**  
**As of June 30, 2014**

	<u>Amount</u> <u>Invested</u>	<u>Estimated</u> <u>Annual</u> <u>Earnings</u>	<u>Investment Director</u>	<u>%</u> <u>Yield</u>
<b>Sacramento County Pooled Investment Fund:</b>				
General Fund	\$ 36,945,499	\$ 34,365	Sacramento County Investment	0.09%
Special Revenue Funds <sup>1</sup>	\$ 4,332,606	\$ 4,030	Sacramento County Investment	0.09%
Debt Service Fund	\$ 163,757	\$ 152	Sacramento County Investment	0.09%
Internal Service Funds <sup>2</sup>	\$ 17,416,089	\$ 16,200	Sacramento County Investment	0.09%
Capital Project Funds <sup>3</sup>	\$ 57,634,525	\$ 53,610	Sacramento County Investment	0.09%
<b>Local Agency Investment Fund:</b>				
2001 Investment Fund	\$ 905,594	\$ 2,255	LAIF	0.25%
<b>Investment Agreements For:</b>				
2014 Lease Revenue Refunding Bonds	\$ 317,495	\$ -	Bank of New York Mellon	0.00%
GO Bond 2013 Series A	\$ 8,175,740	\$ 5,478	Sacramento County Investment	0.067%
GO Bond 2013 Series B (QSCB)	\$ 4,159,506	\$ 2,870	Sacramento County Investment	0.069%

This Portfolio is in compliance with the District's Investment Policy and the District expects that it can meet its expenditure requirements for the next six months.

<sup>1</sup> Includes Charter School, Adult Education, Child Development, Cafeteria and Deferred Maintenance Funds

<sup>2</sup> Includes Self Insurance and Retiree Benefits Funds

<sup>3</sup> Includes Building, Capital Facilities and Mello-Roos Funds