



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)
Ellen Cochrane, (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez, (Trustee Area 5)
Jessie Ryan, (Trustee Area 7)
Elizabeth Barry, Student Member

Thursday, November 5, 2015

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2015/16-9

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 Discipline/Dismissal/Release/Reassignment

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

The Pledge of Allegiance will be led by Angel Her, a Senior from John F. Kennedy High School, and Connie Ban and Alex Vang, both Seniors from West Campus.

- *Presentation of Certificates by President Darrel Woo and Board Member Gustavo Arroyo.*

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

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

6:55 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.

7:10 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, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

8.1b Approve Personnel Transactions (Cancy McArn)

8.1c Approve Resolution No. 2859: Resolution Regarding Board Stipends (José L. Banda)

8.1d Approve Minutes of the October 1, 2015, Board of Education Meeting (José L. Banda)

9.0 COMMUNICATIONS

7:12 p.m. **9.1 Employee Organization Reports:** **Information**
3 minutes each

- **CSA**

- SCTA
- SEIU
- Teamsters
- UPE

7:27 p.m.	9.2	<i>District Parent Advisory Committees:</i>	Information 3 minutes each
		<ul style="list-style-type: none"> ▪ <i>Community Advisory Committee</i> ▪ <i>District Advisory Council</i> ▪ <i>District English Learner Advisory Committee</i> ▪ <i>Gifted and Talented Education Advisory Committee</i> ▪ <i>Sacramento Council of Parent Teacher Association (PTA)</i> 	
7:42 p.m.	9.3	<i>Superintendent's Report (José L. Banda)</i>	Information 5 minutes
7:47 p.m.	9.4	<i>President's Report (Darrel Woo)</i>	Information 5 minutes
7:52 p.m.	9.5	<i>Student Member Report (Elizabeth Barry)</i>	Information 5 minutes
8:02 p.m.	9.6	<i>Information Sharing By Board Members</i>	Information 10 minutes

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

8:12 p.m.	10.1	<i>First Draft Strategic Plan (Al Rogers)</i>	Information 15 minute presentation 20 minute discussion
8:47 p.m.	10.2	<i>Annual Review of Academic Achievement (Al Rogers and Robin Martin)</i>	Information 20 minute presentation 10 minute discussion
9:17 p.m.	10.3	<i>Linked Learning Pathways: Preparing Sacramento City Unified School District Students for College, Career, and Life After High School (Dr. Iris Taylor, Joseph Stymeist, Lily Liemthongsamout, Katy Hensely, Lynn Plocher)</i>	Information 20 minute presentation 5 minute discussion
9:42 p.m.	10.4	<i>McKinley Village – School Boundary (Mary Hardin Young and Jim Dobson)</i>	Conference/First Reading 10 minute presentation 10 minute discussion

9:52 p.m. **11.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ November 19, 2015, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting
- ✓ December 10, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting

9:55 p.m. **12.0 ADJOURNMENT**

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1a

Meeting Date: November 5, 2015

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

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

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): College and Career Ready Students; Family & Community Engagement;
Safe, Clean & Healthy Schools

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Recommended Bid Awards – Supplies/Equipment

Estimated Time of Presentation: N/A

Submitted by: Gerardo Castillo, CPA, 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>
<u>ADULT EDUCATION</u>		
A16-00041 California Department of Education	7/1/15 – 6/30/16: Grant funding for Workforce Investment Act, Title II: Adult Education and Family Literacy Act programs. The programs supported by these funds improve employment opportunities and provide training and education to community adults. Achievement in Adult Basic Education, English as a Second Language, General Education Development and Adult Secondary Education is measured through testing. Benchmarks are tracked for future funding opportunities.	\$234,084 No Match

SPECIAL EDUCATION

A16-00039 California Department of Education	7/1/15 – 9/30/17: 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.	\$477,510 No Match
---	---	-----------------------

EXPENDITURE AND OTHER AGREEMENTS

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>BUSINESS SERVICES</u>		
A16-00040 James Heberling	11/1/15 – 12/31/16: License Agreement for Trash Can Lifters. SCUSD obtained a patent on a refuse container transporter and lift, invented by James Heberling, a Facilities Maintenance employee. Mr. Heberling would like to manufacture and sell the Trash Can Lifter and is requesting a License from the District to pursue this. Lozano Smith and district staff drafted an Agreement that is acceptable to both parties.	License Fee Revenue (5% of gross receipts from sales of the Units)

YOUTH DEVELOPMENT

SA16-00182 City of Sacramento, Teen Services, PASSAGES	8/1/15 – 6/30/16: Develop, support, coordinate, and provide academic enrichment programs and recreational activities supporting the After School Education and Safety (ASES) and 21 st Century after school program at Sam Brannan Middle School. This collaboration is designed to provide students avenues to maintain and expand learning opportunities, promote academic achievement, assist children and adults from low-income families in achieving challenging State content standards, and provide opportunities for parents to actively participate in their children's education.	\$105,000 After School Education & Safety/21 st Century Community Learning Center Funds (\$21,000 In- Kind Match)
---	---	---

RECOMMENDED BID AWARDS – Supplies/Equipment

Bid No. 150905 Purchase of Vehicles - Nutrition & Operations Departments

Recommendation: Folsom Lake Toyota

Amount: \$257,063.78

Funding Source: Funding is through Nutrition Services (Six Prius vehicles) and Operations Services (Five Prius vehicles & One PreRunner truck)

BIDDER	BIDDER LOCATION	AMOUNT
Folsom Lake Toyota	Folsom CA	\$257,063.78
Elk Grove Toyota	Elk Grove CA	\$290,498.32
Roseville Toyota	Roseville CA	\$312,507357

LICENSE AGREEMENT

FOR

TRASH CAN LIFTERS

This License Agreement ("Agreement") for certain intellectual property related to a refuse container transporter and lift ("Trash Can Lifter") is entered into on November 6, 2015 ("Effective Date") by and between the Sacramento City Unified School District ("Licensor") and James Heberling ("Licensee") (collectively, the "Parties").

RECITALS

A. Licensor owns certain intellectual property including U.S. Patent No. 7,018,155, also identified as Family ID: 36084536 and Application Nos. 10/329,292 and 60355179 (collectively identified as "IP"), for the Trash Can Lifter that Licensor uses at a number of its school sites.

B. Licensee, as an inventor of the Trash Can Lifter, desires to obtain from Licensor a license ("License") to the IP and use the IP solely for the purposes of manufacturing and selling Trash Can Lifters to the general public. Licensor wishes to grant the License on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals and the covenants and conditions hereinafter contained, the Licensor and the Licensee agree as follows:

1. Proprietary Rights. Licensee acknowledges and agrees that the rights of whatever nature in the IP are and shall remain the property of Licensor, and nothing in this Agreement shall be construed as assigning or transferring the ownership of any such rights to Licensee or any third party.

2. Grant of License. Reserving its own use of the IP for any purpose whatsoever, Licensor hereby grants Licensee an exclusive, non-transferrable License to use the IP solely for purposes of manufacturing and selling Trash Can Lifters pursuant to the terms of this Agreement. Licensor further hereby grants Licensee the right to copy those aspects of the IP that are fixed in tangible form for the sole purpose of fulfilling its obligations under this Agreement. Licensee's use or reproduction of the IP or any part thereof that is inconsistent with the terms of this Agreement or that is made without the express written permission of Licensor is strictly prohibited.

3. Reproductions and Copyright Notice. The reproduction of those aspects of the IP that are fixed in tangible form for any purpose other than for use in carrying out Licensee's obligations under this Agreement is strictly prohibited. All marketing and other copies made by Licensee pursuant to this Agreement shall carry the following

other copies made by Licensee pursuant to this Agreement shall carry the following copyright notice: "Copyright © 2002."

4. License Fee. Beginning in 2015, or when individual units of the Trash Can Lifters are sold (the "Units"), Licensee shall pay Licensor a fee equal to five percent (5%) of gross receipts from sales of the Units within thirty (30) days of the close of each calendar quarter ("License Fee"). For the Initial Term (as defined in Section 12 below), the minimum retail cost per Unit shall be fifteen hundred dollars (\$1,500) or such other amount as agreed to in writing by Licensor. Along with payment, Licensee shall provide Licensor with an accounting of all sales and expenses and any other back-up documentation requested by Licensor to verify payment of the License Fee. Any late payment of the License Fee shall accrue interest at the Federal Discount Rate plus five percent (5%). The License Fee may be subject to an equitable increase to be determined by the Parties on an annual basis, which increase, if any, shall be agreed upon in writing.

5. Licensor Contact. The District's administration of this License shall be coordinated through the Director, Facilities & Maintenance. The District, through the Director, Facilities & Maintenance, shall endeavor to respond to any questions presented by Licensee related to the License within two (2) weeks of receipt.

6. Milestones. During the Initial Term, Licensee shall complete the milestones to the satisfaction of the Licensor as follows:

- a. By June 30, 2016, provide Licensor with a copy of a business and marketing plan for the Trash Can Lifters.
- b. By July 31, 2016, develop and maintain a website promoting the Trash Can Lifters.
- c. By September 30, 2016, manufacture at least one hundred (100) Trash Can Lifters.
- d. By December 31, 2016, attend at least three (3) trade shows or other marketing events to promote the Trash Can Lifters.
- e. By December 31, 2016, sell at least one hundred (100) Trash Can Lifters.

Licensee's failure to complete any of the above milestones by the stated timelines shall be deemed a breach of the Agreement and shall entitle Licensor, in its sole discretion, to terminate the Agreement.

7. Development and Ownership of Derivative Intellectual Property. Other than expressly permitted in writing by Licensor, Licensee shall not make any additions, modifications, adaptations, or other alterations to the IP. Licensee shall submit any proposed modifications to the IP to Licensor for review. At the election of Licensor, any such modification shall become the sole and exclusive property of Licensor.

8. Indemnity for Infringement. Licensor agrees to defend, indemnify and hold Licensee harmless from patent or copyright infringement based upon the IP in the form delivered by Licensor, provided that (i) Licensor is given prompt written notice of

and detailed information as to any such claim, suit or proceeding, and (ii) Licensee agrees to cooperate and provide reasonable assistance in the defense and settlement of such claim. Licensee shall not take any action that might prejudice the Licensor's legal position without Licensor having the option to participate in the defense of such claim, and Licensee shall not settle any such claim or action without Licensor's prior written consent. The foregoing represents the entire warranty by Licensor and the exclusive remedy of the Licensee as to any claimed infringement arising out of or based upon the IP used by Licensee. Licensor shall have no obligation under this Section 8 for or with respect to claims, actions, or demands alleging infringement that arise as a result of (a) modification of the IP by Licensee; (b) use of the IP by Licensee in material breach of the terms of this Agreement; (c) continued allegedly infringing activity by Licensee after Licensee has been notified of the possible infringement; and (d) any defect in the assignment by Licensee to Licensor of the Patent referenced in Recital A above. This Section 8 is further subject to the limitations upon Licensor's liability set forth in Section 9 below.

9. General Indemnity. Licensee agrees to defend, indemnify and hold Licensor harmless from and against any and all claims of any nature whatsoever arising out of or based upon the use of the IP by Licensee or any of its affiliates, or claims by Licensee or any third party related to the manufacture, distribution, sale and subsequent use of Trash Can Lifter Units.

10. Insurance. Licensee shall, to the satisfaction of Licensor, provide proof of insurance including insurance for negligence and product liability, in such amounts approved by Licensor and naming Licensor as an additional insured, with a thirty (30) day notice of cancellation provision. Such insurance shall provide for coverage commensurate with the general indemnity obligations of Licensee under this Agreement. Licensee shall not manufacture any Trash Can Lifters until such insurance has been approved by Licensor and is in effect. Licensee shall submit for approval any insurance documentation and forms as required by Licensor.

11. Accounting and Reporting. The Licensee shall keep, maintain and preserve at its principal place of business during the term of the Agreement and for at least two (2) years following the expiration or termination of this Agreement or any renewals, complete and accurate records and accounts covering all transactions relating to this License granted pursuant to the Agreement, including but not limited to, all fees, invoices, sales receipts, correspondence and all other pertinent records and accounts (collectively referred to as "complete and accurate records and accounts").

12. Term and Termination. The Agreement shall commence on the Effective Date and shall continue for an initial period until December 31, 2016 ("Initial Term"). Thirty (30) days prior to the end of the Initial Term, Licensee shall notify Licensor in writing if it intends to renew the License. Upon such written notice, the License shall renew for an additional year until December 31, 2017. Thereafter, unless either Party provides written notice thirty (30) days before expiration of the term, the Agreement shall renew from year to year until the patent described in Recital A expires on December 22,

2022. In the event that either Party hereto breaches this Agreement and fails to remedy such breach within thirty (30) days after notice thereof, the non-breaching Party shall be entitled to terminate the Agreement upon written notice of such termination. Upon the effective date of termination for breach or expiration by failure to renew, Licensee shall comply with Section 13.

13. Rights and Obligations after End of the Agreement. Upon termination or expiration of this Agreement, all rights granted to Licensee shall terminate immediately and Licensee shall cease its use of the IP. Existing Trash Can Lifter Units available for sale shall be sold and the License Fee paid pursuant to Section 4. Further, Licensee shall: (i) promptly return within five (5) days of such expiration or termination to Licensor the IP and all copies of the IP in its possession or control; (ii) delete all electronic copies of such materials stored on hard drives, CD-ROMs, DVDs, cloud computing environments, external storage devices, or in any other form or manner; (iii) certify in writing by an officer or director of the Party that all copies of the IP have been returned, deleted, and destroyed; and (iv) pay to Licensor all fees and amounts accrued under this Agreement prior to the expiration or termination hereof.

14. Remedies; ADR. Licensee acknowledges and agrees that any violation of this Agreement by Licensee would result in damages to the Licensor that would be difficult to ascertain and would not necessarily result in equitable relief. Accordingly, in the event of breach, Licensor is entitled to promptly seek injunctive or other equitable relief. Otherwise, in the event of any dispute regarding interpretation or enforcement of the Agreement, the Parties shall attempt to mediate the dispute through use of JAMS, AAA or a similar service agreed to by the Parties. In the event mediation is unsuccessful, the Parties agree to submit any dispute to binding arbitration through use of the same organizations.

15. Assignment. The rights granted herein may not be assigned by Licensee by Licensee's acts or by operation of law, without the prior written consent of the District. Notwithstanding the foregoing, Licensee may assign its rights to a business entity in which Licensee has a controlling interest.

16. Entire Agreement. The Agreement constitutes the final and complete understanding between the Parties and replaces and supersedes all previous oral or written agreements, understandings, or arrangements between the Parties with respect to the subject matter contained in this Agreement.

17. Execution of Other Documents. The Parties agree to execute such further documents and take such further actions as may be reasonably necessary or appropriate to effectuate the terms of this Agreement.

18. Applicable Law. This Agreement shall be governed by and interpreted under the laws of the State of California, except for federal law related to patent and copyright law not regulated by state law.

19. Venue. Any action or proceeding seeking equitable relief or confirmation of arbitration awards shall be brought in the Superior Court of the State of California for the County of Sacramento.

20. Notices. Any notices required to be given or made under this Agreement shall be served, given, or made in writing upon the Licensor or Licensee, as the case may be, by personal delivery or registered mail, by facsimile with proof of transmission, or by overnight mail with proof of delivery, to the respective addresses given below or at such address as such Party may provide from time to time in writing.

To Licensee:

James Heberling
9328 Whittmore Drive
Elk Grove, CA 95624

To Licensor:

Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Attn: Contracts Office

21. Headings; Interpretation. The captions or headings in the Agreement are for convenience only and shall not be interpreted to define, limit or describe the substantive provisions or intent of any provisions or sections of this Agreement. The rule of interpretation that contract provisions are to be strictly construed against the party drafting the contract shall not apply.

IN WITNESS WHEREOF, the Parties have, by their duly authorized representatives, executed this Agreement effective as of the day and year first above inscribed.

LICENSEE:

James Heberling

James Heberling

Date

LICENSOR:

Sacramento City Unified School District

By: Gerardo Castillo
Its: Chief Business Officer

Date

AGREEMENT FOR SERVICES**Between****SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services-Expanded Learning****And****CITY OF SACRAMENTO, TEEN SERVICES**

The Sacramento City Unified School District ("District") and the CITY OF SACRAMENTO, TEEN SERVICES, PASSAGES PROGRAM ("PASSAGES") collectively hereinafter referred to as "the Parties" hereby enter into this Agreement for program services ("Agreement") effective on August 1st, 2015 ("Effective Date") with respect to the following recitals:

RECITALS

WHEREAS, the District desires to engage PASSAGES to develop, maintain and sustain programs that offer support services to Sam Brannan Middle School during the critical after school hours to improve the quality of life for families, and improve academic performance and attendance for the students; and

WHEREAS, District and PASSAGES will work collaboratively to develop, support, coordinate, and provide academic enrichment programs and recreational activities supporting the After School Education and Safety (ASES) at Sam Brannan Middle School during the 2015-16 school year. This collaboration is designed to provide students avenues to maintain and expand learning opportunities, promote academic achievement, assist children from low-income families to achieve challenging state content standards, provide opportunities for parents to actively participate in their children's education, provide safe, supervised, and high-quality after school care for students, and deter tobacco, alcohol and other drug use.

NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. Roles and Responsibilities.

i. PASSAGES shall adhere to Attachment A Scope of Services; Attachment B After School Programs Expectations; and adhere to the SCUSD After School Program Manual (located on SCUSD After School Website);

ii. PASSAGES shall adhere to scope of services outlined in SCUSD Contract Terms and Conditions

iii. PASSAGES District shall adhere to scope of service outlined in Attachment A. District shall provide funding pursuant to Paragraph B, below. District shall provide and coordinate space and location of all District-sponsored ASP professional development, meetings, and trainings. District shall coordinate the convening of all contractors to facilitate program planning and modifications.

B. Payment. For provision of services pursuant to this Agreement, and meeting required attendance target or at minimum 85% of said target, District shall reimburse PASSAGES for direct services not to exceed **\$105,000.00**, to be made in installments upon receipt of properly submitted invoices.

Breakdown:

Program	School Name	Contract Amount	Attendance Target (178 days)
ASES	Sam Brannan	\$105,000.00	112
Total		\$105,000.00	

The final installment shall not be invoiced by PASSAGES or due until completion of all obligations pursuant to this Agreement. For provisions of services pursuant to this Agreement, PASSAGES shall provide documentation of **\$21,000.00 in-kind match to the District.**

C. **Independent Contractor.** While engaged in providing the services provided in this Agreement and otherwise performing as set forth in this Agreement, PASSAGES and each of PASSAGES'S employees, is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the District.

D. **Insurance Requirements.** Prior to commencement of services and during the life of this Agreement, PASSAGES shall provide the District with a copy of its policy evidencing its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence. PASSAGES will also provide a written endorsement to such policy naming District as an additional insured, and such endorsement shall also state "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the PASSAGES to the District.

E. **Fingerprinting Requirements.** PASSAGES **agrees that any employee it provides to District shall be subject to the fingerprinting and TB requirements set forth in the California Education Code.** If an employee is disqualified from working for District pursuant to the requirements of the California Education Code, PASSAGES agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been disqualified. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

F. **Period of Agreement.** The term of this Agreement shall be from August 1st, 2015, through June 30, 2016. The District may terminate this Contract with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Contract by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Contract shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Contract, the excess cost shall be charged to and collected from the Contractor. The

foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

G. Indemnity. PASSAGES agrees to indemnify and hold harmless the District and its successors, assigns, trustees, officers, employees, staff, agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by PASSAGES and/or its successors, assigns, directors, employees, officers, and agents related this Agreement. has no PASSAGES obligation under this Agreement to indemnify and hold harmless the District and is not liable for any actions, causes of action, claims and demands whatsoever, and for any costs, damages, expenses, charges, debts or other liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by the District and/or its successors, assigns, trustees, officers, employees, staff, agents or students. The parties expressly agree that the indemnity obligation set forth in this Agreement shall remain in full force and effect during the term of this Agreement. The parties further agree that said indemnity obligations shall survive the termination of this Agreement for any actual or alleged act, omission, negligence, injury or other causes of action or liability that occurred during the term of this Agreement.

H. Severability. If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

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

J. Assignment. This Agreement is made by and between PASSAGES and the District and any attempted assignment by them, their successors or assigns shall be void unless approved in writing by all parties.

K. Entire Agreement. This Agreement constitutes the entire agreement between PASSAGES and District with respect to the subject matter hereof and supersedes all previous negotiations, proposals, commitments, writings advertisements publications and understandings of any nature whatsoever with respect to the same subject matter unless expressly included in this Agreement. The parties hereby waive the presumption that any ambiguities in a contract are read against the drafter of same. The parties further agree and represent that each of them are the drafters of every part of this Agreement.

L. Amendments. The terms of this Agreement shall not be amended in any manner except by written agreement signed by the parties.

M. Execution In Counterparts. This Agreement may be executed in counterparts such that the signatures of the parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.

N. Authority. Each party represents that they have the authority to enter into this Agreement and that the undersigned are authorized to execute this Agreement.

O. Approval/Ratification by Board of Education. This Agreement shall be subject to approval/ratification by the District's Board of Education.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate.

DISTRICT:

By: _____

Gerardo Castillo
Chief Business Officer
Sacramento City Unified School District

Date

PASSAGES:

By: _____

Pamela Sloan
Authorized Signature

10-15-15

Date

Print Name: Pamela Sloan

Title: Interim Director, Parks & Recreation

Attested By: _____

Dawn Bullwinkel
Assistant City Clerk

Dawn Bullwinkel
10-19-15

APPROVED AS TO FORM:

[Signature]

CITY ATTORNEY

Sacramento City Unified School District and PASSAGES: Attachment A

DISTRICT shall:

1. Provide evaluation and/or survey of projects as required.
2. Recognize PASSAGES in all sponsored events and on brochures, flyers, and promotional material, as appropriate.
3. Provide a district after school liaison for each school that will provide the support and guidance needed to operate the after school program.
4. Meet monthly with the PROGRAM MANAGER of PASSAGES to identify program needs, successes, and assistance needed.
5. Designate a school staff contact person to work directly with the PROGRAM MANAGER for program planning, staff hiring assistance and to address any implementation issues.
6. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the Program.
7. Help recruit students into the Program and provide the Program access to parents of participating students.
8. Help provide parents/student forums for the Program to obtain feedback on what is working and what new services/program elements need to be added/modified.
9. Provide space for the program to operate, including office space for the PROGRAM MANAGER, classroom space for classes and activities, and storage space for program supplies/materials.
10. Provide after school snack consistent with requirements of USDA.
11. Help coordinate custodial and storage needs of the Program.
12. Meet regularly with the District contact person, PASSAGES site liaison and site administrator to identify program needs, successes, and assistance as needed.
13. Provide and end of year Partnership Report addressing strengths and areas for improvement for further partnership.

PASSAGES shall:

1. Provide a comprehensive after school academic, enrichment and recreation program to include at least one hour of homework and tutoring assistance daily (includes all instructional days) from school closure until 6:00 PM at designated schools. Program elements shall also include other educational and enrichment/recreational activities, violence prevention, alcohol tobacco and other drug education and prevention activities.
2. Work closely with school sites and District to keep student enrollment and daily attendance as close to and within the agreed upon parameter as outlined in the grant award. Student days of attendance will be monitored by PASSAGES and adjustments made **to ensure that the program maximizes all funding reimbursements not exceeding available funding.**
3. Work collaboratively with the District and the school to create a comprehensive program plan for the after school program. The plan will be shared out with stakeholders.
4. Provide an End of Year report on status of all outcomes and objectives.
5. Maintain and provide to the District monthly attendance and program activities records.
6. **PASSAGES shall maintain at least 85% of targeted attendance for the school site for the entire school year.**
7. Comply with requirements of the USDA related to administration and operation of after school snack and other District-sponsored nutrition programs.
8. Supply the staff, materials, supervision, and volunteer recruitment for designated school sites
9. Develop special activities or field trips for the sites individually and collectively. PASSAGES shall obtain prior parental permission for students' participation in District sponsored field trips and excursions, and obtain prior permission from the school site principal or designee.
10. Attend and provide monthly reports at designated Partnership meetings, Monthly PROVIDER AGENCY meetings, monthly PROGRAM MANAGERS meetings, as well as other planning meetings as necessary.
11. Work collaboratively with the other outside service providers contracted by the District to provide after school services at school sites.
12. Communicate progress of project/partnership development on a timely and consistent manner to the District
13. Communicate new partnership opportunities with the District.
14. Advertise, when possible, project/partnership in newspaper, events, press releases, etc., with the prior approval of the District.

15. Provide at least one full time program manager per program that is employed until end of contract 6/30/15 and sufficient staffing to maintain a 20:1 student/staff ratio.
16. Utilize the YDSS Quality Assurance tool, or a Self-Assessment Tool for After School programs as the monitoring and evaluation device on a monthly basis.
17. Provide annually in-kind support and direct services totaling approximately 20% of total contract and such financial support to be itemized and reported monthly to the District.
18. Meet with the PROGRAM MANAGER and District contact person to identify program needs, successes, and areas for assistance as needed.
19. Act as liaison with parents in supporting the family literacy and family engagement.
20. Other areas as agreed upon by both parties.

School Site shall:

1. Designate a school staff person to work directly with the PROGRAM MANAGER for program planning, staff hiring assistance and to address any implementation issues.
2. Help recruit program staff among school site staff and parents.
3. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the Program.
4. Help recruit students into the Program and provide the Program access to parents of participating students.
5. Help provide parents/student forums for the Program to obtain feedback on what is working and what new services/program elements need to be added/modified.
6. Provide space for the program to operate, including office space for the PROGRAM MANAGER, classroom space for classes and activities, and storage space for program supplies/materials.
7. Help coordinate custodial and storage needs of the Program.
8. Meet monthly or as needed with the PROGRAM MANAGER, district liaison, site liaison and/or site administrator to identify program needs, successes, and assistance needed.

Expectations for SCUSD Before and After School Programs

The following guidelines are set forth to establish clear communication between SCUSD staff and contracted After School Programming Service Providers regarding District expectations.

1. Service providers and their staff will adopt and work within the social justice youth development framework as they operate SCUSD before and after school programs.
2. Service providers and their staff will be knowledgeable of and adhere to the regulations established in the ASP manual, including, but not limited to,
 - Requirements for Safety
 - Medical Protocol
 - Attendance Requirements
 - District Disciplinary Protocol
 - Field Trip Requirements etc.
3. Service providers will maintain an environment that is physically and emotionally safe for children/youth and staff **at all times**. This includes
 - Adequate supervision
 - 20 to 1 students/staff ratio
 - Students within the visual line of sight for staff (age appropriate) at all times (excluding restroom breaks)
 - Clear program rules and expectations
4. Area representatives, Service Providers & their staff will communicate effectively and regularly with each other and maintain accurate contact information. This means
 - Checking and answering emails and phone messages regularly
 - Issues/concerns will be communicated in a timely manner
 - Regular and clear communication with parents via newsletters, phone calls, emails etc.
 - Checking ASP website regularly
5. Program staff will conduct themselves in a professional manner at all times by being:
 - Easily identifiable to parents and school staff by wearing badges in plain view while on duty.
 - Prepared and ready at least 1 hour prior to start of programming.
 - Regularly assess student interest via student surveys, classroom discussions, suggestion boxes etc., and make adjustments when necessary to ensure continued student engagement.
6. In order to support academic achievement, service providers/staff should:
 - Have general knowledge of the academic standing of the students in their program.
 - Align after school programs to the regular school day
 - **Each after school program site will have their own program plan based on the needs of their students.**

- Meet with administrators and teachers regularly. Maintain regular communication with site administrator or site designee.
 - Be a part of the school culture. Participate in staff meetings, schools events such as Back to School Night, Open House etc.
 - A representative from each provider agency should serve on at least one school site committee such as School Site Council, Safety Committee etc.
 - Review the School Accountability Report Card for your school site. This information is posted on <http://sacramentocity.schoolwisepress.com/home/>
7. Provider agency and their staff will incorporate youth development principles in their programming. This may include
- Creating opportunities for youth-led activities and service learning
 - Involving youth in the decision-making process when appropriate
 - Encouraging youth civic engagement
 - Incorporating character education
8. 21st CCLC- After School programs must assess the need for family literacy services among adult family members of student to be served by the program. Based on that need, all programs must, at a minimum, either refer families to existing services or coordinate with YDSS to deliver literacy and educational development services.
9. Area representatives will evaluate afterschool programming based on student participation, adherence to the above mentioned guidelines and based on the analysis of the various assessment tools.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1b

Meeting Date: November 5, 2015

Subject: Approve Personnel Transactions

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

Division: Human Resource Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

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

Documents Attached:

1. Certificated Personnel Transactions Dated November 5, 2015
2. Classified Personnel Transactions Dated November 5, 2015

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 11/05/2015

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
MCCULLOUGH	MELODY	B	Teacher, High School	WEST CAMPUS	9/30/2015	6/30/2016	EMPLOY .50 9/30/15
COOKE	REBECCA	B	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	10/12/2015	6/30/2016	EMPLOY PROB 10/12/15
FADUM	JON	0	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	10/5/2015	6/30/2016	EMPLOY PROB'0' 10/5/15
FLOYD	MAIUUSAM	0	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	9/27/2015	6/30/2016	EMPLOY PROB'0' 9/27/15
WONG	HONGDARA	B	School Nurse	HEALTH SERVICES	10/13/2015	6/30/2016	EMPLOY PROB1 10/13/15
XIONG X TOYED	PA DEE	B	Teacher, K-8	JOHN H. STILL - K-8	10/2/2015	6/30/2016	EMPLOY PROB1 10/2/15
KELSO	SARAH	B	Teacher, Spec Ed	ENGINEERING AND SCIENCES HS	10/5/2015	6/30/2016	EMPLOY PROB1 10/5/15
PIRING	JASMINE	B	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	10/5/2015	6/30/2016	EMPLOY PROB1 10/5/15
THOR	KA	B	Teacher, Elementary	ELDER CREEK ELEMENTARY SCH	9/14/2015	6/30/2016	EMPLOY PROB1 9/14/15
MEDRANO	PRESCILLA	E	School Social Worker	INTEGRATED COMMUNITY SERVI	9/30/2015	6/30/2016	EMPLOY TC 9/30/15-6/30/16
MASON	LINDA	E	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	10/1/2015	6/30/2016	EMPLOY TC 10/1/15
JAMIESON	PATRICIA	0	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	9/8/2015	6/30/2016	EMPLOY PROB'0' 9/8/15
RE-EMPLOY							
ALLEN	SARAH THERE	B	Teacher, Elementary	BG CHACON ACADEMY	10/12/2015	6/30/2016	REEMPLOY PROB1 10/12/15
ROMERO-JIMENEZ	MICHELLE	B	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	10/7/2015	6/30/2016	REEMPLOY PROB1 10/7/15
SOLIS OCHAO	RUBEN	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/28/2015	6/30/2016	REEMPLOY PROB1 9/28/15
STATUS CHANGE							
PEREZ	MIRNA	R	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2015	6/30/2016	STCHG FR .60 FTE 7/1/15
KIM	KIMBERLY	A	Teacher, Middle School	KIT CARSON MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG 1.0/SS CHG T-A/KC 7/1/15
HOLT	MICHAEL	A	Assistant Principal, Middle	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2015	6/30/2016	STCHG, 7/1/15
BEAN	MELANIE	A	Training Specialist	MULTILINGUAL EDUCATION DEPT	9/3/2015	6/30/2016	REA FR TCH, K-8/TR 9/3/15
LEAVES							
ISKRA	ANGELA	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	6/2/2015	6/30/2015	LOA (UNPD) PA, 6/2-30/15
ISKRA	ANGELA	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2015	8/26/2015	LOA EXT (UNPD) PA, 7/1-8/26/15
GATEJEN	KURT	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	9/23/2015	10/12/2015	LOA FMLA UNPD 9/23-10/12/15
ISKRA	ANGELA	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	8/27/2015	6/30/2016	LOA RTN (UNPD) PA, 8/27/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment	Page 2 of 2
SANCHEZ	DEBRA	A	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2015	6/30/2016	LOA RTN (UNPD) PC, 7/1/15	
HACK	BRANDY	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOC	10/5/2015	10/18/2015	LOA(PD)FMLA/HE 10/5-18/15	
SEP/RESIGN/RETIRE								
PIERSON	HEIDI	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOC	7/1/2015	8/12/2015	SEP/RESIGN 8/12/15	
MEERS	STEFAN	C	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOC	7/1/2015	8/26/2015	SEP/RESIGN 8/26/15	
HOSCHLER	STEPHEN	A	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOI	7/1/2015	10/25/2015	SEP/RETIRE 10/25/15	

Attachment 2: CLASSIFIED 11/05/2015

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
EMAAS	MARY ANNE	B	Health Aide	HEALTH SERVICES	9/28/2015	6/30/2016	EMPLOY .4375 PROB1 9/28/15
STATUS CHANGE							
GIBSON	LEONARD	Q	Campus Monitor	SUCCESS ACADEMY	9/24/2015	10/31/2015	STCHG .5625 LTA(A) 9/24-6/30/15
GARCIA	MELIZA	A	Bus Driver	TRANSPORTATION SERVICES	10/1/2015	6/30/2016	STCHG .84375 10/1/15
CROSS	MARTHA	A	Bus Attendant	TRANSPORTATION SERVICES	10/6/2015	6/30/2016	STCHG .84375 10/6/15
CRUZ	GLADYS	A	Bus Attendant	TRANSPORTATION SERVICES	10/8/2015	6/30/2016	STCHG .84375 10/8/15
GARCIA	AMANDA	B	Bus Driver	TRANSPORTATION SERVICES	10/1/2015	6/30/2016	STCHG .875 10/1/15
HUERTA	ANNA	B	Bus Attendant	TRANSPORTATION SERVICES	10/13/2015	5/31/2016	STCHG .875 10/13/15
GREY	ALONZO	A	Bus Driver	TRANSPORTATION SERVICES	10/7/2015	6/30/2016	STCHG .875 10/7/15
JACKSON	ROSE	A	Bus Driver	TRANSPORTATION SERVICES	10/2/2015	6/30/2016	STCHG .9375 10/2/15
ARROYO	VICTORIA	A	Bus Driver	TRANSPORTATION SERVICES	10/6/2015	6/30/2016	STCHG .9375 10/6/15
MAI	HUNG	A	Bus Driver	TRANSPORTATION SERVICES	9/24/2015	6/30/2016	STCHG .9375 9/24/15
HALEY	KATHERINE	A	Bus Attendant	TRANSPORTATION SERVICES	10/8/2015	6/30/2016	STCHG .96875 10/8/15
GILL	MANJINDER	A	Bus Driver	TRANSPORTATION SERVICES	10/1/2015	6/30/2016	STCHG 1.0 10/1/15
DUDLEY	DANNY	A	Bus Driver	TRANSPORTATION SERVICES	10/12/2015	6/30/2016	STCHG 1.0 10/12/15
GARCIA	ROSALBA	A	Bus Driver	TRANSPORTATION SERVICES	10/12/2015	6/30/2016	STCHG 1.0 10/12/15
LUC	DAT	A	Bus Driver	TRANSPORTATION SERVICES	10/14/2015	6/30/2016	STCHG 1.0 10/14/15
BAN	CHRISTI	A	Bus Driver	TRANSPORTATION SERVICES	10/5/2015	6/30/2016	STCHG 1.0 10/5/15
NGUYEN	HUY	A	Bus Driver	TRANSPORTATION SERVICES	9/2/2015	6/30/2016	STCHG FR .625 FTE 9/2/15
BELL	CHAVEZ	B	Bus Driver	TRANSPORTATION SERVICES	10/1/2015	12/31/2015	STCH/LOA ADM PD 10/5-12/31/15
MCDANIELS	FAITH	A	Bus Driver	TRANSPORTATION SERVICES	9/25/2015	6/30/2016	STCHG TO .71875 9/25/15
MOORE	BARBARA	A	Bus Attendant	TRANSPORTATION SERVICES	9/29/2015	10/11/2015	STCHG TO .78125 9/29/15
MITCHINER	BRENDA	B	Bus Driver	TRANSPORTATION SERVICES	10/6/2015	6/30/2016	STCHG TO .84375 10/6/15
MARISCAL	RICARDO	A	Bus Driver	TRANSPORTATION SERVICES	9/28/2015	6/30/2016	STCHG TO .90625 9/28/15
MOORE	BARBARA	A	Bus Attendant	TRANSPORTATION SERVICES	10/12/2015	6/30/2016	STCHG TO 1.0 10/12/15
MARTIN	CEDRIC	A	Bus Driver	TRANSPORTATION SERVICES	9/25/2015	6/30/2016	STCHG TO 1.0 9/25/15
STONIER	TERRI	A	Clerk II	HEALTH SERVICES	10/5/2015	6/30/2016	WVG CHG/STCHG .875/TR 10/5/15
LEAVES							
DALOIAN	PATSY	A	Bus Driver	TRANSPORTATION SERVICES	11/2/2014	6/30/2015	AMND SEP/EXT LOA 11/2-6/30/15

SEP/RESIGN/RETIRE

BISSIG	CAROL	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2015	10/2/2015	RESIGNED OJ 10/2/15
MURDOCK	TIKARA	R	Attendance Tech I	REASSIGNED	7/14/2015	10/8/2015	RESIGNED PL 10/8/15
LYSAYTHONG	AMANDA	A	Inst Aid, Spec Ed	PACIFIC ELEMENTARY SCHOOL	7/1/2015	10/30/2015	RESIGNED RL 10/30/15
WILLIAMS	RICHARD	B	Custodian	WOODBINE ELEMENTARY SCHOC	9/1/2015	10/2/2015	SEP/PR 10/2/15
TOVAR	STORMY	B	Educational Assistant	JOHN MORSE THERAPEUTIC	7/1/2015	9/30/2015	SEP/RESIGN 9/30/15



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1c

Meeting Date: November 5, 2015

Subject: Approve Resolution No. 2859: Resolution Regarding Board Stipends

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

Department: Board of Education.

Recommendation: Approve Resolution No. 2859: Resolution Regarding Board Stipends.

Background/Rationale: Education Code section 35120 fails to define hardship which has led to uncertainty regarding payment of stipends for Board members who may be deserving of payment, due to performance of services outside the meeting for or on behalf of the District, for absent meetings. All stipend payments will be based on an attendance sign-in sheet as well as any Board resolution(s) excusing absences in compliance with law. A Board member who is absent from a meeting may be eligible for payment by reporting the excused absence to the Board Office. A Board resolution will be periodically placed, as needed, on the Board agenda to state that the reason for the absence complies with Education Code section 35120 and shall be reflected in the minutes.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Resolution No. 2859: Resolution Regarding Board Stipends.

Estimated Time of Presentation: N/A

Submitted by: Darrel Woo, Board President

Approved by: José L. Banda, Superintendent

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

RESOLUTION NO. 2859

RESOLUTION REGARDING BOARD STIPENDS

WHEREAS, Education Code section 35120 and Board Bylaw 9250 of the Sacramento City Unified School District (“District”) authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

WHEREAS, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

NOW, THEREFORE, BE IT RESOLVED by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 5th day of November, 2015, by the following vote:

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

Darrel Woo
President of the Board of Education

ATTESTED TO:

José Banda
Secretary of the Board of Education

ATTACHMENT A

RESOLUTION NO. 2854

1. Absence Due to School Business. Stipends are authorized to the following Board members due to performance of services outside the meeting for or on behalf of the District:
 - a. Board member Jay Hansen for the meeting date of July 16, 2015.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1d

Meeting Date: November 5, 2015

Subject: Approve Minutes of the October 1, 2015, Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the October 1, 2015, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the October 1, 2015, Board of Education Regular Meeting

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, October 1, 2015

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2015/16-7

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
Gustavo Arroyo (left after Closed Session)
Ellen Cochrane
Jessie Ryan*

Members Absent:

*Second Vice President Jay Hansen (arrived at 4:45 p.m.)
Diana Rodriguez (arrived at 5:00 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/Reassignment*

3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
a) *Superintendent*

3.5 *Government Code 54957 – Public Employee Appointment*
a) *Principal, Washington Elementary School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:46 p.m. by President Woo.

Members Present:

President Darrel Woo

Vice President Christina Pritchett

Second Vice President Jay Hansen

Ellen Cochrane

Diana Rodriguez

Jessie Ryan

Student Member Elizabeth Barry

Members Absent:

Gustavo Arroyo (left after Closed Session)

The Pledge of Allegiance was led by Dmitri Caladja, a Sophomore from Arthur A. Benjamin Health Professions High School. A Certificate of Appreciation was presented by Second Vice President Hansen.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Superintendent Banda announced that the Board voted unanimously to approve the appointment of Dr. Gema Godina-Martinez as the new principal of Washington Elementary School.

6.0 AGENDA ADOPTION

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

7.0 PUBLIC COMMENT

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the

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

Public Comment:

Darlene Anderson spoke about what public education is being an African American living in Sacramento. She feels it is unfortunate that the District focuses on behavior and that it impedes one's ability to participate in the public school system. She feels every child has the right to learn how to transition to task. Therefore if the child does not know how to do the work, it is the District's responsibility to ensure it is learned instead of documenting the child as being dysfunctional. Kandice Kelly, Director of the National Girls' Self Esteem program and the Natalia Johnson Ballet Conservatory, stated that the organization has run into problems getting their studio up and running at the Fruit Ridge Community Collaborative. They need to convert the classroom into a ballet studio by putting in a floor and mirrors. They moved in in August and had approval from the collaborative. The collaborative was overseeing construction. They recently learned however that construction had been halted, and there is some confusion on what changes they were allowed to make. Ms. Kelly asked if the Board would work with her group and the collaborative to remedy this miscommunication. They provide ballet lessons to underserved children in the Oak Park community.

Member Ryan said that she has a couple of meetings pending to discuss this matter. She acknowledged the great work being done with girls in the community. She will be meeting with Chief Operations Officer Cathy Allen and Green Tech. She wants to make sure that, as we sublease to entities, we are very clear in the guidelines and expectations. Member Ryan told Ms. Kelly to please know that she will be following up with her.

Member Rodriguez thanked Natalia Johnson for working with young ladies in the District.

8.0 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.

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, Change Notices and Notices of Completion (Gerardo Castillo, CPA)**
- 8.1b Approve Personnel Transactions (Cancy McArn)**
- 8.1c Approve Resolution No. 2854: Resolution Regarding Board Stipends (José L. Banda)**
- 8.1d Approve Minutes of the September 3, 2015, Board of Education Meeting (José L. Banda)**
- 8.1e Approve Minutes of the September 15, 2015, Board of Education Special Meeting Minutes (José L. Banda)**

8.1f *Approve C. K. McClatchy Field Trip to Dallas, Texas from October 15 to October 18, 2015 (Lisa Allen and Mary Hardin Young)*

President Woo said that there is a requested amendment to Item 8.1b, Approve Personnel Transactions. Joseph Farinias, listed on the last page and as the first name under SEP/RESIGN/RETIRE, claims that he is owed a meeting with the Human Resources Department and asks that his name be pulled from the listing. President Woo asked if there was a motion to approve the Consent Agenda with the change to Item 8.1b. Vice President Pritchett so moved and Ellen Cochrane seconded.

Public Comment:

Darlene Anderson noted that the Board approved the single plans for student achievement. She read over several of those plans and asked how Special Education is written into those plans. She said that the Special Education students are not written into the plans.

President Woo noted that he has a motion and a second to approve the Consent Agenda. He asked if there was any further discussion. There was not, and the motion was approved unanimously.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

Information

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

9.2 District Parent Advisory Committees:

Information

- *Community Advisory Committee – Angel Garcia and Grace Trujillo reported on behalf of CAC.*
- *District Advisory Council – No report given.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) – No report given.*

9.3 Superintendent's Report (José L. Banda)

Information

Superintendent Banda reported that he participated in the year's Green Apple Day of Service which was held last Saturday at Leonardo da Vinci K-8 School. The annual event is sponsored by the US Green Building Council's Center for Green Schools. We have been working with the Center for Green Schools for years on innovations that make our campuses more sustainable and healthier for staff and students. The day of service is a great way to bring parents, teachers, students, companies, and local organizations together to focus on

projects that make a difference in our schools. Teacher Kim Williams, who won a Center for Green Schools sponsored trip to Antarctica a few years ago, is now leading aquaponics work at the school. Aquaponics is a method of raising plants and aquatic animals together in a system that benefits both. There was also a Green Apple Day of Service event at Camellia. Volunteers came together to ready the soil in the garden for fall planting. Superintendent Banda thanked the Camellia community for coming out for the event. There will be more information on school gardens at our Project Green 2016 Orientation on Tuesday, October 13th at Leonardo da Vinci K-8 School. Orientation will begin at 4:00 p.m. and is open to principals, teachers, parents, and community members interested in learning about Project Green. Our District remains one of very few in the country to have an initiative like Project Green. Because of the drought and climate change, this year Project Green will focus on water conservation. Superintendent Banda said he is very proud of our Facilities Department and our Project Green Specialist Rachel King. They are working hard to address this issue. The District has been a leader among big organizations in the city in the area of water conservation, and we have cut back our water use by more than 30 percent.

9.4 President's Report (Darrel Woo)

Information

President Woo thanked Members Arroyo and Ryan for joining him at the Tenth Annual La Familia Hispanic Parade. He told Second Vice President Hansen that he had an opportunity to go to Leataata Floyd Elementary School to visit the food literacy program. He commended the District for participating last Friday in the Sacramento My Brother's Keeper Community Convention. The District, along with the City of Sacramento, the Mayor, and Sierra Health Foundation, convened a meeting at California State University, Sacramento, with men of color from our District schools. Their hope was to convene a meeting with 250 men from our schools; they had in excess of 500. President Woo said it was a tremendous day, and he thanked the Superintendent, Doug Huscher, and Stacey Bell for their participation. He hopes they can come forward to give an update on District efforts to meet our commitment pledged to the President of the United States to be part of the My Brother's Keeper program. President Woo also reported that he and Superintendent Banda met with Mr. Lamb of the California School Board Association to think about and identify days for the next Board retreat. The Board has wanted to have them quarterly, so some possible dates have been identified as October 31st or November 21st. Member Rodriguez stated that she is not available on either date. President Woo asked her to share when she is free.

9.5 Student Member Report (Elizabeth Barry)

Information

Student Member Barry reported on the Student Advisory Committee. She said they finalized their three initiatives for the school year. They will be continuing Ethnic Studies from last year to make sure it becomes a class in all high schools. They will also be continuing dress code from last year so that training can happen for hall monitors. The third and new initiative is to fix the problem of food waste.

9.6 Information Sharing By Board Members

Information

Second Vice President Hansen announced that he went on a school garden and local central kitchen tour with Member Ryan and Cathy Allen a few days ago. This was arranged by U. C. Davis. They met at a local farm in West Sacramento and saw a central kitchen in Elk Grove. They then went to Oak Park Elementary School to see a project on which Member Ryan will report. At the Facilities ad hoc Committee meeting a few days

ago, they asked the food staff and Ms. Allen's office to provide parameters of the creation of a central kitchen task force. He wants to make sure that we move forward with that. He has had a lot of requests from people in the community that really want to see the central kitchen happen. With Sacramento as the Farm to Fork Capitol he feels that a central kitchen will fit right in with what is happening here. On Monday, October 12th we will have a meeting on the school calendar and are looking for input from the community. It will be at C. K. McClatchy High School. He will join Principal Lambert next Friday at the C. K. McClatchy parade after school at 3:00 p.m.

Vice President Pritchett reported that she attended a couple back to school nights, including her daughter's who is a Senior at Rosemont High School. She reflected on how lucky our students are to be part of such a rising district. She said there are great things happening. She invited the Board and community to attend Rosemont High School's homecoming parade down Kiefer Boulevard. It will be Friday, October 23rd at 3:30 p.m. She asked that President Woo consult with the Governance Committee regarding the retreat. She believes it was said in a previous meeting that the Committee would be included in arranging this and coming up with topics for discussion.

Member Rodriguez reported that she has been working with Susan B. Anthony Elementary School. A group of parents, teachers, and community members have been advertising their Hmong immersion program and have seen an increase of students and families coming to the school, some from as far away as San Diego. A marketing, strategic, communications, and planning meeting will be held at the school site in order to plan for future growth. The school serves not only the dual immersion program, but an English only program also. Member Rodriguez thanked Lisa Allen for her help and due diligence in taking an extraordinary amount of time to help with that community. Member Rodriguez also reported that she went to back to school night at Parkway Elementary School. She also went to Cesar Chavez School with Councilmember Carr, Assemblymember Cooper, and our new Mexican Consulate Alejandra Garcia Williams. Member Rodriguez asked all to put on their calendar The Steps to College Fair, which takes place every year now at the Mexican Consulate office. This year it will be held February 6th. She said she also attended the Historically Black Colleges and Universities College Fair held at Sacramento Charter High School. She thanked Lisa Allen for her help. Some Sacramento City Unified School District students were accepted and given scholarships immediately on the spot. Member Rodriguez also thanked Eric Chapman for bringing students from Leataata Floyd Elementary School to this fair. She will be a key note speaker at a graduation on October 8th. Member Rodriguez also reported that on October 28th the Chicas Latinas of Sacramento will be distributing shoes from their shoe drive at Woodbine Elementary School. She hopes the Board will attend to show their appreciation for this 100% volunteer effort. She was not able to attend the last Board meeting as she was attending a training with the National Association of Latino Elected and Appointed Officials (NALEO) organization in Washington D.C. This year's agenda for the education summit was about developing a Latino college completion policy. She highlighted a few of the trainings given and guest speakers, focusing on problems with remedial education. She will be e-mailing additional data to the Board.

Member Ryan said that at her day job she got funded a budget proposal for 60 million dollars to change the way we do remedial education across community colleges in California so that black and brown students are not being lost at multiple exits points on the path to college level course work. Member Ryan then reported that October is the Farm to School month. As a result, she has been doing quite a bit of work around food and security issues, education, and ensuring that we have strong school gardens and commitment to expand the work that we are doing. A few weeks ago she participated in a food literacy event with Oak Park Neighborhood Association. She participated with President Woo and Second Vice President Hansen on the Farm to School tour. The focal point of the tour was the work being done by Oak Park and Oak Ridge Elementary School on their school garden movement. They started with a very small school garden, and teacher of the year Stephanie Smith is leading much of that work. They started with five classes accessing the school garden and this year they are expanding to ten classes. They will be doing a community garden

alongside the school garden that is accessible to parents and families. She also participated this week in Healthy Foods Task Force. The conversation was around the central kitchen, and Cathy Allen did a great job presenting on some of the challenges to date. There is a real movement from community members to press forward. Today she was at Pacific Elementary School where the school garden project continues to grow. The teachers all asked to receive teacher training so that they can integrate school garden curriculum as part of their Common Core. She had a chance to see Superintendent Banda at the Leonardo da Vinci K-8 School day of service where she spent a half day cleaning up their school garden and helping get the school ready for the year. There was great parent participation and commitment to integrating Common Core into the school garden. Member Ryan also said the Historically Black Colleges and Universities Fair at Sacramento High School was remarkable for many reasons, and more than 2,000 young people came representing all of our schools. Buses came from as far away as Stockton and Modesto to participate. She also sat with people from College Track who were sitting with students one on one to make sure that those from low-income, first generation communities are having an opportunity to be put on the path to college. She also participated in the tenth anniversary for the Hispanic Latino Parade which culminated in a stop at Maple Elementary School. The school is reopening under La Familia's leadership. Member Ryan finished by mentioning two events. She has been working with Member Cochran to hold a community event for David Lubin Elementary School at Sacramento High School. This will be an opportunity to encourage more community members to choose David Lubin Elementary School as their neighborhood school. The event will be held on October 27th at 6:00 p.m. and will feature free food, raffle prizes, and an opportunity to meet David Lubin Elementary School educators. On the following night, October 28th, she will be hosting a community meeting at Hollywood Park Elementary School for the Area 7 community.

Member Cochran spoke about the ten students that were killed today at a community college in Oregon by a shooter. President Obama came on television three hours later to say that we need to act by asking our elected officials to make a change in the nation's gun laws. Member Cochran said it has a direct effect on us because we work with students, schools, and their safety. She will personally take action through writing and speaking. She recommended that the Second Amendment be recalled and changed; the right to bear arms should be gone, and it should be the right to apply to bear arms.

Member Ryan said that she has been looking at a school policy that was passed in San Francisco to help encourage communities around the schools to give away their guns in an effort to build safe schools. She would love to look at the applications for our District and how we might be able to bring that policy here.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Approve Resolution No. 2855: Recognition of the Week of the School Administrator (Darrel Woo) Action

President Woo read the resolution and then moved, on his own motion, to approve. The motion was seconded by all Board members present.

Public Comments:

Darlene Anderson said that it is important to have employees committed to the work. She said there should be an expectation that we have data, are providing information regarding student achievement, and that all children matter. Services should be the same for all children, and administrators should ensure that all children are making progress.

Board Member Comments:

President Woo asked if there was any further discussion on the motion. There was not, and the motion passed unanimously. President Woo then asked C. K. McClatchy High School Principal, and President of United Public Employees (UPE), Peter Lambert to come up. Mr. Lambert said they humbly accept the resolution and noted that administrators within the Sacramento City Unified School District work hard to provide the highest level of education to all students. He thanked the Board for their acknowledgement on behalf of all school administrators within the Sacramento City Unified School District.

Member Cochrane noted that she had an excellent administrator when she was working full time at James Rudder approximately ten years ago. His name was Peter Lambert.

11.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *October 15, 2015, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *November 5, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

President Woo noted that he will miss the October 15, 2015, Board meeting as he will be out of the country.

12.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting. Before making a motion, Student Member Barry asked for a moment of silence for those who lost their lives at Umpqua Community College in Roseburg, Oregon today. A moment of silence was held. Student Member Barry then motioned to adjourn the meeting. The motion was seconded by President Woo. The motion was passed unanimously, and the meeting was adjourned at 7:57 p.m.

José L. Banda, Superintendent and Board Secretary

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: November 5, 2015

Subject: First Draft Strategic Plan

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

Division: Strategy and Innovation Office

Recommendation: Receive information on the First Draft Strategic Plan.

Background/Rationale: Staff will present the First Draft Strategic Plan, and will describe the process for community engagement and feedback on the plan.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students; Safe, Clean, and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Draft Strategic Plan

Estimated Time of Presentation: 15 minutes

Submitted by: Dr. Al Rogers, Chief Strategy Officer

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Strategy and Innovation Office

First Draft Strategic Plan
November 5, 2015



I. OVERVIEW / HISTORY

In the 2014-15 school year, the Sacramento City Unified School District started a process to update its Strategic Plan. The previous Strategic Plan expired and several changes over the last few years have occurred: it has become important to create a new Strategic Plan that reflects current needs and commitments, and future community aspirations.

Current priorities include, for example, the newly introduced State Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). The LCAP only partially aligns to the previous Strategic Plan pillars and full alignment with our Strategic Plan is key to our shared success. Also, there have been many leadership changes and new and/or different priorities that are not reflected in the previous plan. These kinds of changes lead our community to create a new, updated Strategic Plan that will inform our decisions as we continue our work together in the service of our students.

The District engaged Pivot Learning Partners (Pivot) to assist our community-wide work of re-designing our Strategic Plan. Pivot is a nonprofit organization known nationally for innovative strategic planning with American public school communities. The new Strategic Plan will be presented to the Board of Education in June, 2016 for implementation in the 2016-17 school-year.

II. DRIVING GOVERNANCE

The Sacramento City Unified School District's previous strategic plan was launched in 2010, as a descriptive companion to the Board of Education-adopted Mission Statement: *Students graduate as globally competitive, lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.* The three foundational pillars of the Strategic Plan: Career and College-Ready Students; Family and Community Engagement; and Organizational Transformation, guided the work of the district since 2010. With new leadership, community development, and new opportunities the Superintendent and the Board of Education agree it's time to create a new Strategic Plan.

III. BUDGET

SCUSD contracted with Pivot Learning Partners to support staff in the work of facilitating the development of a new Strategic Plan for a sum of \$153,000.

Board of Education Executive Summary

Strategy and Innovation Office

First Draft Strategic Plan
November 5, 2015



IV. GOALS, OBJECTIVES, AND MEASURES

The main outcome of the strategic planning process this year is the highest quality strategic plan that will:

- Integrate seamlessly with the LCAP
- Reflect best educational practices, and will be feasible and sustainable
- Capture the needs and vision of all SCUSD stakeholder groups
- Include performance indicators to track implementation and effects.

V. MAJOR INITIATIVES

The Strategic Plan will provide a framework for the district culture, norms and student supports for five years. It is expected that the Strategic Plan will align with the LCAP and, by extension, the Single Plan for Student Achievement at each school site.

VI. RESULTS

The district is following a Change Design Process to update its Strategic Plan. From mid-July through mid-August, we completed the Pre-Work Phase. The Pre-Work Phase was an opportunity to determine how various stakeholder groups can be involved in the process and develop a plan for rolling out the process, including setting deadlines for outcomes and creating the framework for a hands-on Design Team. The official launch of the project to stakeholders was September 3.

We completed the Discover and Interpret Phase from mid-August to the end of September. During that phase, the Design Team studied the current context of the District. This included beginning to understand the experience of district stakeholders and starting to deeply review district data (achievement data, culture and climate data, and budget and operations data). This also included studying other districts to determine best practices that can be applied to SCUSD's Strategic Plan and LCAP. The Needs Assessment report was the first major deliverable in the strategic planning process.

The Needs Assessment was shared with the Board on October 15 and is posted on the district website in English and five district threshold languages: Spanish, Hmong, Chinese, Russian and Vietnamese.

Board of Education Executive Summary

Strategy and Innovation Office

First Draft Strategic Plan

November 5, 2015



We have just completed the third phase: Ideate and Prototype, resulting in a first draft Strategic Plan that is in outline form.

To begin the work, Superintendent Banda provided the structure of the plan with four big goals:

- College and Career-Ready Students
- Safe, Healthy, Engaging Schools
- Family and Community Empowerment
- Operational Excellence

The Design Team created and visualized actions that connected district needs with each of these goals. A Design Team subcommittee refined and formatted the actions and provided examples. Consultation with members of the Superintendent's Executive Cabinet for additional examples ensured that the district is following best practices in their area of expertise. Finally, the draft is being shared with the Board of Education at the November 5 Board meeting. The eight state priorities required by LCFF are noted in this draft as we begin to align the Strategic Plan to the LCAP.

The district will now begin the first cycle of feedback on the draft plan.

VII. LESSONS LEARNED / NEXT STEPS

- November 6 – December 11, 2015: Cycle 1 feedback on the district's draft strategic plan (School site meetings, community meetings, community planning process with Public Education Volunteers)
- January – March 2016: Review data and produce draft Strategic Plan
- April 2016: Gather Cycle 2 feedback on the draft alongside the draft LCAP
- May 2016: Review data and produce final draft Strategic Plan and LCAP
- June 2016: – Presentation of final Strategic Plan to the Board with implementation plans for the 2016-17 school year.



Strategic Plan 2016-2021: First Draft

Preface to the First Draft of the Strategic Plan

We have outlined four goals that the District is committed to achieve. They are:

1. Ensuring that all students are **college and career ready**.
2. Fostering school environments that are **safe, healthy and engaging** for all students.
3. **Empowering family and community** to be equal and active partners in their child's educational success.
4. Ensuring that SCUSD is **service-focused and operates efficiently and effectively**.

We are also committed to the actions below each of the four goals.

Since everything cannot be achieved at once, we need to determine how to roll out these actions over the next five years (what to prioritize and when, etc.). Your voice as a SCUSD stakeholder is important for our planning. From your perspective, we need to know how you would prioritize these actions. Please review the next two pages and complete the Strategic Plan survey.

Note that this is just the first cycle of feedback on the Strategic Plan. In the next cycle (March and April), you will receive an even more detailed version, seamlessly integrated with the District's Local Control and Accountability Plan (LCAP).

SCUSD Mission

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

SCUSD Vision

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

SCUSD Core Values

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



Goal: College and Career Ready Students

SCUSD will challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college and career, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance.

Note: This goal aligns to Local Control and Accountability Plan Priority Areas 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes).

Action	Example Services
Improve and expand the implementation of standards-based curriculum	<i>This would include implementation of English Language Development Standards, Next Generation Science Standards, and improved implementation of Common Core State Standards. This also includes improved assessment to measure student progress.</i>
Expand approaches to instruction	<i>This could include language immersion, work-based learning, expanded course options through Advanced Placement and college partnerships, dual enrollment, and expanded and improved use of instructional technology.</i>
Expand and improve interventions and academic supports for all students	<i>This could include improved Early Childhood Education, improved Special Education services, and building systems that lead to positive outcomes for students of color, low income, English Learners, foster and homeless youth.</i>
Provide additional opportunities for high quality learning	<i>This could include additional opportunities for trips to colleges and universities, arts education, service learning, and other electives, expanded afterschool and summer school programs.</i>
Improve teacher and leader practice	<i>This could include building structures for professional learning and collaboration among networks of teachers and leaders to support specific student sub-group performance and instructional technology application.</i>

Goal: Safe, Healthy and Engaging Schools

SCUSD will cultivate clean, healthy, safe, and inviting school environments that foster student engagement, promote daily attendance, and remove barriers to learning.

Note: This goal aligns to Local Control and Accountability Plan Priority Areas 5 (Pupil Engagement) and 6 (School Climate).

Action	Example Services
Provide students and staff with culturally relevant social, emotional, and health supports	<i>This could include districtwide implementation of social and emotional learning (SEL) practices and increased access to wrap-around health and mental health services.</i>
Build and maintain safe and supportive school climates	<i>This could include districtwide implementation of positive school climate supports such as Restorative Practices, Bullying Prevention and Positive Behavioral Interventions and Supports (PBIS).</i>
Ensure clean, safe and welcoming environments conducive to learning	<i>This would include providing supports to ensure that facilities are clean and well-maintained, staffing to ensure campus safety, and school environments that are welcoming to all stakeholders and support the student experience.</i>



Goal: Family and Community Empowerment

SCUSD will provide tools and family empowerment opportunities that are linked to supporting student academic achievement and social emotional competencies, in order for families to be equal and active partners in their child's educational success.

Note: This goal aligns to Local Control and Accountability Plan Priority Areas 3 (Parental Involvement) and 5 (Pupil Engagement).

Action	Example Services
Continue to build parent capacity for empowerment	<i>This could include expanded classes for parents, support for participation in home visits, ensuring School Site Councils and site plans meet family engagement goals, and culturally competent communication to families with translation and accessible language.</i>
Support the wide range of needs of school communities	<i>This could include Parent Resource Centers at school sites, training for staff on effective models for parent engagement, expanded facility availability, and maintaining relationships with community partners.</i>
Foster and strengthen community partnerships	<i>This could include expanded engagement opportunities for parents at community sites, and continued partnerships with public and private institutions to provide enriching experiences for families.</i>

Goal: Operational Excellence

SCUSD will be a service-focused organization. We will consistently serve students, families, staff and community with efficient and effective programs, practices, policies and procedures at every point of contact across the district.

Note: This goal aligns to Local Control and Accountability Plan Priority Area 1 (Basic Services).

Action	Example Services
Commit to the highest standards of customer service	<i>This could include establishing districtwide standards for customer service, training staff, and developing a customer service measurement tool for each district department.</i>
Hire, support, and retain high quality staff, reflective of the diversity of our community	<i>This could include a focus on recruiting and hiring more diverse staff, and building a structure of support for all SCUSD staff.</i>
Identify and improve systems and practices for all operations and business services	<i>This could include a review of district systems and practices to establish standard operating procedures, training staff on those procedures, and identifying and addressing inefficiencies.</i>
Implement a robust data collection and reporting process	<i>This would include developing and using data to ensure all programs, policies, and procedures are implemented effectively and can be measured for impact on student achievement and district operations.</i>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

Meeting Date: November 5, 2015

Subject: Annual Review of Academic Achievement

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

Division: Strategy and Innovation Office

Recommendation: Receive information on Annual Review of Academic Achievement

Background/Rationale:

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

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 20 Minutes

Submitted by: Dr. Al Rogers Chief Strategy Officer

Robin Martin, Director Assessment, Research and
Evaluation

Approved by: José L. Banda, Superintendent



I. OVERVIEW / HISTORY

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS). As a result, new assessments which measure higher-order thinking skills and more rigorous content of the CCSS, replaced the California Standards Tests (CST). In spring 2015, students in grades 3-8, and 11 were administered Smarter Balanced Assessment Consortium (SBAC) assessments for English language arts/literacy (ELA) and mathematics as part of the California Assessment of Student Performance and Progress (CAASPP), the new State Assessment System. The SBAC assessments are computer-adaptive tests with items represented in multiple formats, including selected response and open-ended response, which require students to explain and justify their thinking. The SBAC results will inform parents and the district of students' readiness for success in college and the 21st century workforce. These results cannot be compared to results from the previous CST. The SBAC results will set a new starting point for student achievement against which we will compare performance for years to come.

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

II. DRIVING GOVERNANCE

Pillar I (College and Career Ready Students) of the Districts Strategic Plan 2010-2014 requires that we continue to raise the achievement bar for all students in the district. We will provide students with a relevant, rigorous and well-rounded education that includes 21st-century career exploration, visual and performing arts and that meets four-year college and university requirements. Our goal is for all schools to hold students to the highest academic expectations, which is also evident in our LCAP Goal 1 of increasing the percent of students who are on track to graduate college and career ready.

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, AND MEASURES

The district is fully committed to using multiple measures to assess the quality and effectiveness of strategic goals, actions, and services to increase the percentage of students who are on track to graduate college and career ready. Our Local Control Accountability Plan (LCAP) and our Guide to Success, which is our Balanced Accountability Framework, will facilitate this process.



V. MAJOR INITIATIVES

There are a number of ongoing, core initiatives in direct support of improving academic achievement and college and career readiness such as Common Core and Next Generation Science Standards implementation and professional learning, career-themed Linked Learning approaches, early childhood education, inclusive practices, and extended learning programs to name a few. Updates on many of these programs and practices will be addressed by other SCUSD divisions in subsequent board meetings.

VI. RESULTS

While some of our college and career readiness indicators are new this year and will not yield clear trends, an overall review of our indicators indicate varied progress.

VII. LESSONS LEARNED / NEXT STEPS

Moving forward, the district will continue to use achievement indicator data to inform instruction, programs, and strategic initiatives. This year, benchmark assessments will also be administered through our new student assessment system which will provide additional formative information about student mastery of standards. We will also continue to build capacity of our teachers and leaders through professional learning that will deepen their ability to provide integrated instruction of the CCSS, as well as further enrich our Linked Learning offerings for students.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.3

Meeting Date: November 5, 2015

Subject: **Linked Learning Pathways: Preparing Sacramento City Unified School District Students for College, Career, and Life after High School**

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

Division: **Academic Office/College and Career Readiness**

Recommendation: Receive information on Linked Learning Pathways: Preparing SCUSD Students for College, Career, and Life after High School

Background/Rationale: Pillar one of the district's strategic plan calls for the district to prepare all students for college and career readiness upon graduation from high school. Linked Learning is the signature educational approach the district utilizes to provide a world class education so that all students graduate ready for the postsecondary learning of their choice, well qualified to enter the local workforce and global economy, and ready to reap the benefits of active participation in our democratic society.

The report entitled, *California's Forgotten Middle Skills Jobs*, written in 2009 for the Skills2Compete-California Campaign, confirms the importance of such educational approaches. It states, "Middle skills jobs represent the largest share of jobs in California (49%) and the largest share of future job openings." In addition, it asserts, "If we are to realize our state's full economic potential, educational access must reflect the demands of the 21st century economy and the 21st century workforce." To do this, "Every Californian should have access to the equivalent of up to two years of education or training past high school." Industry leaders in the Sacramento area also concur. From their perspective, the capital region is ripe for full recovery from the current economic distress, and businesses will take the risk and relocate here if a well-trained workforce can be guaranteed. For these reasons, key local businesses and community organizations are partnering with SCUSD to provide pathway students with mentors and work-based learning opportunities and teachers with externships that will better position students to pursue these viable employment opportunities.

Financial Considerations: Current sources of funding for the College and Career Readiness (CCR) Department include LCFF, SCOE, Carl D. Perkins Grant, California Career Pathways Trust Grant, and The California Endowment Grant equaling \$3,345,304.

LCAP Goals: College and Career Readiness

Documents Attached:

1. Executive Summary

Links to the Following: <http://www.scusd.edu/pod/documents-linked-learning-pathways-board-presentation>

2. Behaviors of Learning and Teaching Continuum
3. Linked Learning Essential Elements
4. Work-Based Learning in Linked Learning
5. Community of Practice Continuum

Estimated Time of Presentation: 20 minutes

Submitted by: Joe Stymeist, Interim Director, College and Career Readiness

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015



I. Overview of Linked Learning Pathways: Preparing SCUSD Students for College, Career, and Life after High School

The ever-changing global landscape continues to pose new and demanding challenges in public education. As reported by Achieve, “A high school diploma is no longer enough. Nearly every good job requires some postsecondary education and/or training”. Consequently, Sacramento City Unified School District (SCUSD) is driven to graduate students who are college and career ready, and in the high school space, Linked Learning is the district’s signature approach. This approach, which is implemented via industry-themed pathways, includes four core components: 1) rigorous academics, 2) challenging career technical education, 3) work-based learning, and 4) wrap-around student support. Each pathway represents a broad industry theme that can appeal to and engage a student regardless of his or her prior academic achievement and postsecondary aspirations. Students choose among industry-themed pathways in fields such as energy, engineering and sciences; arts, media and entertainment; health sciences and medical technology; manufacturing and product development; and law and public safety that are high-wage and high-growth in the region.

Linked Learning is a proven educational model that transforms the traditional school experience. Industry-themed pathways connect learning with students’ interests and career aspirations, making their high school education personally relevant and providing them with professional learning experiences beyond the classroom where they can engage with working adults and apply what they learn in the classroom to solve real-world problems. This type of education leads to higher graduation rate, increased postsecondary enrollment, higher earning potential, and greater civic engagement. All pathways, by design, offer students a college preparatory education, leaving the door open for students to pursue any career goal or interest after high school.

SCUSD was one of the nine districts in the California Linked Learning District Initiative funded by the James Irvine Foundation from 2009 to 2015. Since 2009, the number of Linked Learning Pathways in the district has grown from 4 to 21 pathways. Each pathway serves between 150 to 500 students. Currently, 32% of high school students are enrolled in pathways. To ensure high quality implementation and coherence, the following are focus areas of work within the Linked Learning implementation in SCUSD: Defense of Learning, Work-Based Learning, Pathway Alignment and Articulation, Communities of Practice, and Pathway Quality Review and Certification.

Board of Education Executive Summary

Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015



II. Driving Governance

Pillar one of the district's strategic plan calls for the district to prepare all students for college and career readiness upon graduation from high school. The report entitled, *California's Forgotten Middle Skills Jobs*, written in 2009 for the Skills2Compete-California Campaign, confirms this need. It states, "Middle skills jobs represent the largest share of jobs in California (49%) and the largest share of future job openings." In addition, it asserts, "If we are to realize our state's full economic potential, educational access must reflect the demands of the 21st century economy and the 21st century workforce." To do this, "Every Californian should have access to the equivalent of up to two years of education or training past high school." Industry leaders in the Sacramento area also concur. From their perspective, the capital region is ripe for full recovery from the current economic distress, and businesses will take the risk and relocate here if a well-trained workforce can be guaranteed. For these reasons, key local businesses and community organizations are partnering with SCUSD to provide pathway students with mentors and work-based learning opportunities and teachers with externships.

Linked Learning addresses some of the fundamental challenges facing high schools in meeting this need. Many traditional academic programs do not feel relevant to students' lives and aspirations. At the same time, traditional career and technical education (CTE), such as Regional Occupation Programs (ROP) often lacks the academic rigor required for access to and success in college. Linked Learning responds to these challenges and is an added complement to the district's implementation of the Common Core State Standards (CCSS), which are a rigorous set of academic standards, designed to prepare students for college and career. With its focus on challenging career technical education, students see the relevance and application of academic content and skills. Linked Learning is the educational approach through which the district provides a world class education so that all students graduate ready for the postsecondary learning of their choice, well qualified to enter the local workforce and global economy, and ready to reap the benefits of active participation in our democratic society.

III. Budget

Since 2009, SCUSD has been implementing Linked Learning Pathways with a grant-based budget that provides for personnel professional learning, substitutes, stipends, and instructional resources. Previous sources of funding included the James Irvine Foundation, Small Learning Community Cohort-8 Grant, Carl Perkins, Regional Occupation Program (ROP), AB790, California Career Pathways Trust Grant, and donations from community and industry

Board of Education Executive Summary

Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015



partners. This year we received new funding from The California Endowment Grant. Due to the sunset of the James Irvine and Cohort 8 grants, LCFF has been allocated to maintain the current implementation of the Linked Learning pathways.

Current sources of funding for the College and Career Readiness (CCR) Department include LCFF, SCOE, Carl D. Perkins Grant, California Career Pathways Trust Grant, and The California Endowment Grant. The chart below details the 2015-16 CCR Department budgets which support district Linked Learning Pathways and ROP/CTE programs.

Funding Source: LCFF Provides for specific College and Career Readiness Department personnel (3.6 FTE) and resources to support Linked Learning Pathways throughout the district.	\$692,007
Funding Source: SCOE and LCFF Provides for specific ROP/CTE personnel (16.5 FTE) and resources to support ROP/CTE programs throughout the district	\$1,537,315
Funding Source: Carl D. Perkins (Federal Grant) Provides support for professional learning, equipment, services, and instructional materials for the district's qualifying CTE/ROP programs.	\$489,442
Funding Source: California Career Pathways Trust Grant (Year 2 of 4) Provides for professional learning, coaching, and other services to support the creation of a Work-Based Learning Infrastructure in SCUSD as defined in the grant proposal that established the EGUSD/SCUSD Capital Academies and Pathways (CAP) consortium.	\$236,540
Funding Source: The California Endowment Grant (Year 1 of 2) Provides funds for SCUSD health education pathways at Health Professions High School and Hiram Johnson High School in support of building healthy communities in the city of Sacramento. Funds from this grant provide for professional learning, instructional materials, pathway marketing, student work-based learning activities, and 0.4 FTE for a part-time program specialist.	\$390,000
Total	\$3,345,304

IV. Goals, Objectives and Measures

The district's goals for implementing Linked Learning pathways are to increase student learning and achievement, and graduate students who are college and career ready. In order to achieve

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



these goals, Linked Learning pathways must implement the approach fully and with high quality. This means, all pathways must have the following four core components in place:

1. A rigorous academic component that includes English, mathematics, science, history, foreign language courses that prepare students to transition, without remediation, to postsecondary education, which includes community colleges, universities, apprenticeships, and formal employment training programs.
2. A career-based learning component of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
3. Real world workplace experiences including job shadowing and internships, give students professional experience before they leave high school, helping them to understand all the possible choices available to them.
4. Personalized support services including college planning, resume and interview counseling, mentoring and supplemental instruction in reading, writing, and mathematics that help students master critical academic and career-based components of their education.

Thus, the objectives for Linked Learning pathways are full implementation of the approach, annual self-assessment against Linked Learning Essential Elements Rubric (see attached), and on-going work of continuous improvement towards certification. The data generated from the pathway annual self-assessment and formal Linked Learning pathway quality review and certification process serve as an overall barometer for pathway success and growth.

In addition, the district measures student progress by analyzing student-level data in Linked Learning pathway membership throughout the year by using a variety of assessment tools including student work samples, common assessments, and performance-based assessments. The quality, effectiveness and fidelity of the implementation of teaching and learning resources are measured through the consistent review of curriculum content for alignment to standards, cognitive demand, accuracy, diversity and relevance. The quality of instruction and professional learning is determined through observations of instructional presentations and teacher reflection. Using multiple measures to further ensure validity, the district also collects perception data through surveys and evaluations of professional learning. All results are being used to inform programmatic changes and support to pathways.

V. Major Initiatives

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



Linked Learning provides high school students enrolled in pathways rigorous college preparatory academic courses, demanding career preparatory courses, work-based learning experiences, and wrap-around student support with real-time support and interventions. To date, students across the district participate in 21 pathways, which are at varying levels of implementation. These Linked Learning pathways are housed within each of our comprehensive high schools and five small high schools. Below is a list of the 21 pathways in SCUSD.

@C.K. McClatchy High School

1. Criminal Justice Academy
2. Law & Public Policy Academy

@Hiram Johnson High School

3. Health & Medical Science Academy
4. Johnson Corporate Business Academy
5. Johnson Law Academy

@John F. Kennedy High School

6. Manufacturing and Design Pathway
7. Academy of Culinary Arts
8. Criminal Justice & Community Service

@Luther Burbank High School

9. Business & Information Technology
10. Construction & Design
11. Global Studies
12. Law & Social Justice
13. Medicine & Health Sciences
14. Visual & Performing Arts

@Rosemont High School

15. Energy, Science and Engineering Academy
16. Green Academy: Urban Ag, Food & the Environment

@Arthur A. Benjamin Health Professions High School

17. Careers in Health Pathway

@George Washington Carver School of the Arts and Science

18. Social and Environmental Justice Pathway

@Sacramento New Technology High School: School of Design

19. Graphic & Game Design Pathway

@School of Engineering and Science

20. Engineering Pathway

@The MET Sacramento High School

21. Learning Through Internships

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



Since the main goal for pathways is full and high quality implementation of the Linked Learning approach, the College and Career Readiness (CCR) staff has been focusing their support to pathway teams and school site administrators on building their academic core program, career technical education, work-based learning, and student support services. In addition, for pathway continuous improvement and sustainability, CCR staff supports pathways to develop their communities of practice, advisory boards and engage in a continuous improvement cycle, which includes annual self-assessment, gap analysis, and action planning. Description of these support are detailed below.

Rigorous Academics

Support to pathways on rigorous academic program includes development and/or revision of academic core courses such as English, math, science, and social sciences to obtain UC approval for “a-g” status. Pathway teachers are provided opportunities to attend University of California Curriculum Integration (UCCI) institutes to develop new courses for UC approval. These UCCI courses allow students enrolled to satisfy both “a-g” and career technical education requirements. The district also contracts with the California Career Academies Support Network (CCASN) for a consultant to support teachers on the development of their course of study. In addition to course of study development, pathway teachers are also provided opportunities to be AP trained. Some of the AP courses that teachers have been supported to receive training on include English, Physics, and US History and Government. These AP courses are now being offered to students in pathways.

The support to pathways on curriculum, instruction and assessment has been focused on providing staff professional learning and collaboration time to develop and/or revise multidisciplinary integrated units of study and performance-based assessments to address Common Core, Next Generation Science, and CTE standards. These professional learning and collaborations are facilitated by the Linked Learning Coordinator, Sector Coaches and consultants from ConnectEd (The California Center for College and Career). Pathway teachers are provided access to tools and resources (i.e. Common Core aligned rubrics, sample performance tasks, etc.) on ConnectEdStudios.org. Pathway teachers are also provided opportunities to engage in externships to learn from practicing professionals the current industry practices and standards so they have the knowledge and content to develop career-related units of study and authentic work-based performance assessment. Pathway curriculum and assessments receive regular input and feedback from postsecondary and industry partners.

During the past three years, six pathways were supported with professional development and

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



coaching support from Envisions Learning Partner to develop their pathway's student portfolio and defense of learning systems aligned to the district graduate profile. Since the district graduate profile consists of competencies of college and career ready graduates and the Linked Learning approach is a proven approach to prepare students for both college and career, these six pathways are early implementers of the district graduate profile. The six pathways are now implementing their systems in place of senior project. Beginning this school year, the district is continuing this model of support to scale up the development and implementation of student defense of learning in four new pathways.

Challenging Career Technical Education

Career and Technical Education (CTE) is designed to prepare our students for high wage, high skill, and high demand jobs. In the context of the Career and College ready student, CTE offers a framework for students to explore career possibilities in the context of a highly rigorous curriculum of both academic and practical application of skills learned in the classroom. Through a sequence of classes within their pathway, students gain proficiency, which can translate into both future exploration at postsecondary schools or allow them to enter the workforce.

The support to pathways on CTE has focused on revising their course of study to align with new CTE standards and current industry practices. This work is supported by SCOE and UCCI and facilitated by the district Linked Learning and CTE Coordinators. CTE teachers are also provided opportunities to engage in externships to stay current on industry standards and best practices. In addition, they are provided professional learning on best teaching practices and strategies to differentiate their instruction so all students can access challenging career content. CTE teachers participate in externships and professional learning at the Education for Careers Conference and SCOE hosted Industry Sector Meetings with academic core teachers so they can continue the collaboration for developing and implementing multidisciplinary integrated curriculum, instruction and assessment.

Continuum of Work-based Learning

A key component of a high quality Linked Learning implementation for students include real-world experiences that range from being mentored to interviewing for internships. This is work-based learning (WBL), and it is done in part to prepare students for possible career paths. The support to pathways on their work-based learning includes assisting them with developing industry partnerships to provide work-based learning opportunities for students. This work is done by building pathway staff capacity to reach out and engage with industry partners. Each pathway receives support on building a continuum of WBL (see attached) opportunities for

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



students in grades 9-12 from a combination of these support staff: Career Specialists, Sector Coaches, Pathway Coach and WBL Coordinator. Career Specialists also provide work-readiness workshops for students. To build staff capacity, they often co-teach these lessons with pathway teachers. Career Specialists and Sector Coaches are focused on bringing students valuable skills such as resume writing workshops and mock interviews. Further, they support the school site by formalizing advisory boards and supporting continued advisory board engagement. This capacity building is overseen by the WBL coordinator.

The work-based learning continuum allows for students to have a variety of experiences in learning job skills – from informational guest speakers, to job site tours, and a capstone internship. While district support varies from work-based learning experience to experience, the model Linked Learning districts have partnered with their community industry leaders. This partnership reaches deep and can allow for collaboration such as curriculum development with industry leaders as well as district coverage of student insurance at internship sites. For this reason, the other focus of support is building infrastructure of WBL for all pathways and academies in the region.

Wrap-around Student Support

Student support in a Linked Learning pathway is personalized and occurs in a family-like environment. Students in pathways are cohort scheduled into 3-4 courses at each grade level. This means a student follows his or her peers from class to class throughout the day. This way, students build strong relationship with their peers and the teachers that they share. Hence, site administrators are provided training and onsite coaching on master scheduling in a way that pathway students are cohort scheduled and teachers in pathways have common prep.

Pathway students receive support from assigned counselor on college and career planning. They also benefit from mentoring from community and industry professionals. Pathway staff meets on a weekly or biweekly basis for 1 to 1.5 hours to share and discuss the grades and learning progress of their students and agree to support plans that may be needed. In addition, pathway teachers also collaborate on instructional strategies and serve as critical friends to each other. Pathway teachers received training on the Linked Learning Framework for Learning and Teaching and Behaviors of Learning and Teaching (see attached) and on-going coaching support from the Linked Learning Coordinator as well as Sector and Pathway Coaches.

Pathway Communities of Practice

The work of Linked Learning happens in communities of practice. A pathway's success and sustainability depends on the level of its team functioning as a community of practice.

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



Members of a community of practice are practitioners dedicated to continuous improvement. Teacher teams working together in Linked Learning pathways, in partnership with other staff and industry and community partners, can create a powerful, sustainable, evolving community of practice dedicated to the goal of graduating all students ready for success in college, career, and life. A pathway team uses the attached Community of Practice Continuum to assess and guide their self-improvement in areas such as focus on student learning and use of data; shared beliefs, commitment, and common practices; and collaborating effectively and turning words into action.

This summer, teachers from pathways in SCUSD and academies in Elk Grove USD along with professors at Sacramento City College and CSU Sacramento and key industry partners in the healthcare sector engaged in a weeklong institute. As a result of this institute, the Health Pathway Community of Practice was established. The next industry-specific community of practice in the works is the information, technology and communication pathway. In the Linked Learning world, communities of practice and advisory boards are two essential components for pathway progress and sustainability.

Pathway Continuous Improvement and Certification

The district Linked Learning Coordinator supports pathway teams to engage in continuous improvement process by working with Pathway Leads, who are teacher leaders, to build their capacity to lead their teams. Pathway Leads facilitate their teams on annual self-assessment against Linked Learning Essential Element Rubric, gap analysis, and action plan to continue working towards high quality implementation and certification status. The Leads attend a monthly 1.5-hour meeting and 2-3 released days of professional learning facilitated by the Linked Learning Coordinator. They also receive on-going coaching and follow up support from their assigned Linked Learning certified coaches. In addition, all Leads participate in the online SCUSD Pathway Leads Community of Practice on ConnectEdStudios.org.

As stated earlier, since 2009, the number of Linked Learning pathways in the district has grown from four to twenty-one. Of these twenty-one pathways, five are Linked Learning certified, which means they successfully completed a rigorous external quality review process. The pathway quality review process includes pathway team uploading evidence for 24 criteria to an online system called OPTIC at ConnectEdStudios.org and engaging in a 1.5-day visit from external reviewers. The reviewers review all uploaded evidence, visit classrooms, and speak with focus student and teacher groups as well as parents and industry partners. In order to be certified, a pathway must be performing at the 'meet' or 'exceed' level for all 24 criteria. Linked Learning certification is a 3-year process and two of these five certified pathways have also

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



successfully completed their recertification process in 2014-15. This year, one more pathway will undergo a quality review with the goal of obtaining its Linked Learning certification status in spring 2016.

VI. Results

Student Enrollment, Learning and Achievement

Student enrollment in SCUSD Linked Learning pathways has been a steady increase of about 3-5% each year. As of 2014-15, the total enrollment was 32% of high school students. Based on pathway self-reporting and informal data collection, students in pathways are graduating from high school more ready for college without needing remediation. More AP courses are offered in pathways. In addition, due to the increase in number of articulated courses and/or dual enrollment courses offered in pathways, students are also graduating from high school with as many as 6-9 college credits. In collaboration with staff in the Assessment, Research and Evaluation Department, a feature in Infinite Campus has been set up to capture these data for pathway students beginning in 2015-16. In future years, we will be able to report on pathway students' graduation rates, a-g completion, EAP English and Math scores, and college credits earned in high school.

Pathway Development and Certification

Of the twenty-one pathways in the district, eleven are fully implementing the Linked Learning approach, meaning they have all four core components in place. Of these eleven, five are certified as high quality pathways and one is seeking certification in Spring 2016. The following pathways are certified pathways: 1) Health Professions, 2) New Tech, 3) The MET, 4) School of Engineering and Sciences, and 5) Johnson Corporate Business Academy at Hiram Johnson. George Washington Carver – Social and Environmental Justice Pathway is seeking its certification status this year. The following five pathways will seek certification within the next 2-3 years: 1) Law and Public Policy at CKM, 2) Manufacturing and Design at Kennedy, 3) Law and Social Justices at Burbank, 4) Energy, Science and Engineering Academy at Rosemont, and 5) Green Academy at Rosemont.

VII. Lessons Learned/Next Steps

- Communicating the significance of Linked Learning and its status as the district's signature approach to college and career readiness to all stakeholders is vital.
- Customized coaching and support to pathways as they deepen their work and move towards Linked Learning Certification is essential.

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



- Maintaining strong pathways within a school site is dependent on the support of not just the teachers teaching the class, but the principal, assistant principals and counselors.
- Work to increase community understanding of CTE in the context of Linked Learning pathways vs. traditional vocational programs.
- Continue supporting George Washington Carver HS for a successful pathway quality review and certification process in 2015-16.
- Continue to develop and backwards map a balanced system of instruction, curriculum, assessment, and accountability to the Graduate Profile, specifically that of the Envision Learning Partners model.
- Continue to integrate staff professional learning of Common Core State Standards and the Linked Learning approach.
- Continue supporting Linked Learning pathways to align and articulate their courses, so students complete a UC a-g course sequence.
- Continue to support Linked Learning pathways as they examine and review their pathway effectiveness with respect to the Linked Learning Essential Elements.
- Support the development of new pathways as the district moves towards the goal of 60% of high school students enrolled in college and career ready Linked Learning pathways.
- Continue to build the capacity of site administration and pathway lead teachers, so they may champion and lead Linked Learning implementation at their sites.
- Develop a district broad-based coalition to support pathways as they establish and maintain active work-based learning (WBL) advisory board.
- Convene regional industry sector advisory boards that champion work-based learning and support the site advisory boards.
- Design targeted, on-going professional learning for teachers and administrators that will deepen their ability to provide integrated and career-related instruction that truly prepares every student for entry to college and career environments without remediation.
- Update/Revise CTE curriculum for each career pathway so that where possible, CTE courses meet the rigor and expectations for UC approval and satisfy "a-g" requirements, and where appropriate, in alignment for articulation with local postsecondary institutions.
- Continue taking a regional approach (i.e. collaborate with Sac State and SCOE) to recruit, support, and retain highly qualified CTE teachers.

Board of Education Executive Summary

**Academic Office: Linked Learning Pathways: Preparing SCUSD
Students for College, Career, and Life after High School
November 5, 2015**



- Continue to use quantitative data (A-G completion, test scores) alongside our qualitative data (WBL objectives set by the pathway site, rubrics of industry engagement) to assess quality of pathway and student impact.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.4

Meeting Date: November 5, 2015

Subject: McKinley Village – School Boundary

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☒ Conference/First Reading (Action Anticipated: November 19, 2015)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Area Assistant Superintendent and Facilities Support Services

Recommendation: Board to finalize school boundaries pertaining to the McKinley Village development.

Background/Rationale: The SCUSD Board of Education voted in August 2013 to approve the annexation of land formerly in the Twin Rivers School District, commonly referred to as McKinley Village. The District needs to identify the school(s) that perspective students will attend, prior to the sale of Lots in this development scheduled to begin in January of 2016.

Financial Considerations: N/A

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

Documents Attached:

- 1) Executive Summary

Estimated Time of Presentation: 10 minutes

Submitted by: Mary Hardin Young, Area Assistant Superintendent

James Dobson, Director, Facilities Support Services

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Schools Office

McKinley Village – School Boundary

November 5, 2015



I. OVERVIEW / HISTORY

In August of 2013, SCUSD's Board of Education adopted Resolution 2758 initiating the transfer of territory from the Twin Rivers Unified School District to the Sacramento City Unified School District. In December of 2013, Sacramento County Committee on School District Organization passed Resolution CC-13-03 to approve and order the petition of transfer be granted. The territory transfer of 48.75 acres, resulted in a modification of the boundaries of the Twin Rivers USD and the Sacramento City USD. The property, known as McKinley Village, is located on the south side of Interstate Business 80 near the American River and California Exposition. Approximately 328 homes are planned to be developed on the property, with an estimate of 148 K-6th students and 265 total K-12 students.

II. DRIVING GOVERNANCE

BP 5116 – School Attendance Boundaries

The Governing Board shall regularly review school attendance boundaries, taking into account school capacities and enrollment data, geographic features, student safety and transportation, racial and ethnic balance, educational programs and community input.

EC 35160 – Authority of Governing Boards

The California Education Code Section 35160 provides for governing boards of any school district to initiate and carry on any program, activity, or otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, AND MEASURES

The SCUSD Board of Education voted in August 2013 to approve the annexation of land formerly in the Twin Rivers School District, commonly referred to as McKinley Village. The District now needs to identify the school(s) that perspective students will attend, prior to the sale of lots in this development scheduled to begin in January of 2016.

Board of Education Executive Summary

Schools Office

McKinley Village – School Boundary

November 5, 2015



V. MAJOR INITIATIVES

Continue district progress in identifying school boundaries for prospective SCUSD students.

VI. RESULTS

Establish the school boundaries for the McKinley Village development.

VII. LESSONS LEARNED/NEXT STEPS

Next steps:

- Notify impacted schools and communities
- Add McKinley Village addresses to the SCUSD's school locator to better assist prospective families