



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.6

**Meeting Date:** June 23, 2011

**Subject:** **Coherent Governance Results (R) Policy 4 – Local, State, National and Global Citizenship**

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

**Segment/Department:** Office of the Superintendent

**Recommendation:**

Approve reasonable interpretation of Results 4.

**Background/Rationale:**

On May 20, 2010, the Board passed coherent governance, Board Governing Policies that establish and govern the Board's culture and its relationship with the Superintendent. As part of this model, the Superintendent and staff will make regular presentations regarding predetermined desired Results of various aspects of district administration. A work plan/schedule for these presentations has been developed by staff to ensure a thorough and detailed process. This presentation is regarding "Local, State, National and Global Citizenship."

**Financial Considerations:** None

**Documents Attached:**

1. Results 4– Local, State, National and Global Citizenship

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Jonathan P. Raymond, Superintendent

**Approved by:** N/A

Sacramento City Unified School District

R-4: Local, State, National and Global Citizenship

June 23, 2011

I certify that the information in this report is true.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Jonathan P. Raymond, Superintendent

Disposition of the Board

Date for Monitoring: XXXX

Compliance

Not in compliance

Compliance with Exception

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Gustavo Arroyo, Board President

Comments:

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R-4: Local, State, National and Global Citizenship	Superintendent		Board of Education	
<i>Students are socially responsible, participating in and contributing to the common good.</i>	<b>In Compliance</b>	<b>Not in Compliance</b>	<b>In Compliance</b>	<b>Not in Compliance</b>

I interpret the phrase, "Students are socially responsible, participating in and contributing to the common good" means that students will:

- Be good stewards of the environment.
- Demonstrate knowledge of and respect and appreciation for diverse: Economies, cultures, languages and traditions.
- Use technology ethically and be aware of consequences and impacts.
- Compete and cooperate, as appropriate.
- Analyze and resolve problems in peaceful and productive ways.

R-4.1	Superintendent		Board of Education	
<b>4.1 Be good stewards of the environment.</b>	<b>In Compliance</b>	<b>Not in Compliance</b>	<b>In Compliance</b>	<b>Not in Compliance</b>

**Interpretation:**

I interpret the phrase, "Be good stewards of the environment" to mean that students will be able to participate in activities that will help create sustainability in our environment through recycling and conserving energy.

**Indicators for Compliance:**

- Percentage of schools participating in Green School Audits.
- Number of students participating in Project Green.
- Number of schools with community gardens.

R-4.2	Superintendent		Board of Education	
<b>4.2 Demonstrate knowledge of and respect and appreciation for diverse: Economies, cultures, languages and traditions.</b>	<b>In Compliance</b>	<b>Not in Compliance</b>	<b>In Compliance</b>	<b>Not in Compliance</b>

**Interpretation:**

I interpret the phrase, "Demonstrate knowledge of and respect and appreciation for diverse: Economies, cultures, languages and traditions" to mean that students are able to understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.

Students will have an understanding and appreciation for the diverse complexity of cultures, the essential skills to interact effectively and work cooperatively with diverse ethnic and cultural groups.

**Indicators for Compliance:**

- Number of dual language immersion classes
- Number of schools providing multi-cultural events
- Number of students attending ethnic youth and parents annual conferences

R-4.3	Superintendent		Board of Education	
<b>4.3 Use technology ethically and be aware of consequences and impacts.</b>	In Compliance	Not in Compliance	In Compliance	Not in Compliance

**Interpretation:**

I interpret the phrase, "Use technology ethically and be aware of consequences and impacts," to mean that students will be able to advocate and practice safe, legal and responsible use of information and technology. Students will understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

**Indicators for Compliance:**

- Number of students who sign Technology Use Agreements (TUA).
- Number of administrators trained in the district’s anti-bullying policy around cyber-bullying.

R-4.4	Superintendent		Board of Education	
<b>4.4 Compete and cooperate, as appropriate.</b>	In Compliance	Not in Compliance	In Compliance	Not in Compliance

**Interpretation:**

I interpret the phrase, "Compete and cooperate, as appropriate," to mean that students will exhibit sportsmanship with integrity and honor and collaborate with their peers.

**Indicators for Compliance**

- Suspension rates
- Expulsion rates

- Number of students participating in sports

R-4.5	Superintendent		Board of Education	
<i>4.5 Analyze and resolve problems in peaceful and productive ways.</i>	<b>In Compliance</b>	<b>Not in Compliance</b>	<b>In Compliance</b>	<b>Not in Compliance</b>

**Interpretation:**

I interpret the phrase, "Analyze and resolve problems in peaceful and productive ways," to mean that students are able to demonstrate social acceptance and tolerance, healthy conflict resolution and effective communication.

**Indicators for Compliance:**

- Number of meditation programs at school sites to help students gain skills in conflict resolution
- Suspension rates
- Expulsion rates