



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)
Asami Saito, Student Member

Thursday, May 21, 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

2014/15-23

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

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

3.5 *Government Code 54957 – Public Employee Appointment*

- a) *Chief Strategy Officer*
- b) *Principal, Earl Warren Elementary School*

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

The Pledge of Allegiance will be led by Angelina Agpoon an Eighth grade student from Will C. Wood Middle School.

- *Presentation of Certificate by Board Member Gustavo Arroyo.*

6:45 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:50 p.m. **6.0 AGENDA ADOPTION**

7.0 SPECIAL PRESENTATIONS

6:55 p.m. 7.1 *Student Advisory Council Initiative Presentation (Student Advisory Council Executive Board)* 20 minute presentation
15 minute discussion

7:30 p.m. 7.2 *Multifaceted Learning Happening in School Gardens – Calling for Support for the Future Growth of Gardens in the Sacramento City Unified School District (Ellen Cochran and Shannon Hardwicke)* 10 minute presentation

7:40 p.m. **8.0 PUBLIC COMMENT** 15 minutes

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

7:55 p.m. **9.0 CONSENT AGENDA** 2 minutes

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

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

- 9.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change*

Notices and Notices of Completion (Gerardo Castillo, CPA)

- 9.1b *Approve Personnel Transactions (Cancy McArn)*
- 9.1c *Approve Business and Financial Report: Warrants and Checks Issued for the period of April 2015 (Gerardo Castillo, CPA)*
- 9.1d *Approve Local Education Agency (LEA) Revised Plan, 2015 (Olivine Roberts and Lisa Hayes)*
- 9.1e *Approve Leonardo Da Vinci Field Trip to Ashland, Oregon, June 4 – 6, 2015 (Lisa Allen)*
- 9.1f *Approve Resolution No. 2844: Delegating Duty to Accept Bids and Award Construction Contracts (Cathy Allen)*
- 9.1g *Approve April 23, 2015, Board of Education Meeting Minutes (José L. Banda)*

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

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|-----------|------|---|--|
| 7:57 p.m. | 10.1 | <i>Approve Resolution No. 2843: Resolution Designating May as Physical Fitness and Sports Month (Iris Taylor and Heather Deckard)</i> | Action
10 minute presentation
10 minute discussion |
| 8:17 p.m. | 10.2 | <i>2015-2016 Governor's May Revise Budget Proposal (Gerardo Castillo, CPA)</i> | Information
10 minute presentation
10 minute discussion |
| 8:37 p.m. | 10.3 | <i>Traditional School Attendance Calendar 2015-2016 Update and Future School Attendance Calendars (Cancy McArn)</i> | Information
5 minute presentation
10 minute discussion |

8:52 p.m.	11.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS	Receive Information
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- 11.1 *Business and Financial Information*
- *Purchase Order Board Report for the Period of February 15, 2015, through March 14, 2015*
 - *Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for March 1, 2015, through April 30, 2015*
- 11.2 *Head Start/Early Head Start Reports*

8:55 p.m. **12.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ June 4, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting
- ✓ June 18, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting

8:57 p.m. **13.0 ADJOURNMENT**

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 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# 9.1a

Meeting Date: May 21, 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): Family and Community Engagement; Safe, Clean and Healthy Schools

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Recommended Bid Awards – Facilities Projects

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>CHILD DEVELOPMENT DEPARTMENT</u>		
A15-00081 First 5 Sacramento Commission	7/1/15 – 6/30/18: Grant to fund school readiness programs and services for children ages 0-5 in the following school communities: Edward Kemble, Fr. Keith B. Kenny, Pacific, C.P. Huntington, Ethel I. Baker, Leataata Floyd, Oak Ridge, John Still, Peter Burnett, Rosa Parks, and Woodbine.	\$3,672,480 No Match

EXPENDITURE AND OTHER AGREEMENTS

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>FACILITIES SUPPORT SERVICES</u>		
SA15-00457 Premier Management Group, Inc.	3/1/15 – Completion of Services. Construction Management Services, project closeout, and audit documentation as needed for the Playfield Repairs at C.B. Wire Elementary School (Emergency Repair Program Project).	\$204,817 Emergency Repair Program Funds
SA15-00683 Premier Management Group, Inc.	3/1/15 – Completion of Services. Construction Management Services, project closeout, and audit documentation as needed for the Roof Replacement at Hiram Johnson High School (Emergency Repair Program Project).	\$174,071 Emergency Repair Program Funds

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

Charles A. Jones Career and Education Center	<p>The Charles A. Jones Career and Education Center has surplus auto shop equipment which has been determined by school officials to be no longer needed by the school, and, with a value exceeding \$2,500 as required under Education Code §17546(a), may be sold. Some examples of the equipment include a Craftsman ½” Drive Torque Wrench valued at \$60; a Diesel Engine Stand valued at \$1,800; and Gray Air Jacks valued at \$3,500.</p> <p>Purchasing Services staff will be extending an offer to purchase this equipment to a non-profit agency that has expressed interest in buying the equipment. If the non-profit agency does not purchase the equipment, the items will be put up for public auction.</p>	Pursuant to California Education Code §17540
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RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Project: Paving and Water Line Replacement at Tahoe Elementary School

Results and recommendations will be available at the Board meeting.

Project: Lease-Leaseback Agreement for Child Development Projects at:

- A.M. Winn Preschool – Play Structure Improvements
- John Still Preschool – New Concrete & Shed
- Isador Cohen Preschool – Interior Paint
- C.A. Jones Career & Education Center Children’s Center – Artificial Turf

Recommendation: Award to Roebbelen Contracting, Inc.

Amount/Funding: \$149,819 / Child Development Repair & Renovation Grant Funds

Project: Lease-Leaseback Agreement for Fire Alarm Replacement at Phoebe Hearst Elementary School

Recommendation: Award to Studebaker Brown Electric

Amount/Funding: \$401,170 / Measure Q Funds

Project: Lease-Leaseback Agreement for Fire Alarm Replacement at Bret Harte Children’s Center

Recommendation: Award to Studebaker Brown Electric

Amount/Funding: \$110,275 / Measure Q Funds

Project: Lease-Leaseback Agreement for Covered Walkway Roof Replacement at John Still Elementary School

Recommendation: Award to Clark & Sullivan Construction

Amount/Funding: \$606,361 / Emergency Repair Program Funds

Project: Lease-Leaseback Agreement for Concrete & Asphalt Replacement at Hiram Johnson High School

Recommendation: Award to Seward L. Schreder Construction

Amount/Funding: \$3,800,000 / Emergency Repair Program Funds

The lease-leaseback project delivery method is authorized by California Education Code §17406, and authorizes the governing board, without advertising for bids, to enter into a lease with a builder for the purpose of construction, including remodeling and permanent improvements, upon property. This delivery method has been recognized by the State Legislature as a proven method to deliver school facilities on time, on budget, and with a reduced level of public agency risk associated with design issues, delays and cost overruns. The Lease-Leaseback Agreement establishes a Guaranteed Maximum Price which is the total sum to be paid to the builder for the project.



CONSTRUCTION MANAGEMENT CONTRACT

This Contract is made on this 21st day of May, 2015 between the Sacramento City Unified School District, a California public entity existing under the laws of the State of California, referred to as "District", and Premier Management Group, Inc., referred to as "Consultant" or "Construction Manager."

RECITALS

WHEREAS, District is in the process of repairing the playfields at its premises located at C.B. Wire Elementary School, 5100 El Paraiso Ave, Sacramento, California; and

WHEREAS, District is in need of Construction Project Management Services in relation to contract bidding, design coordination, construction coordination, expenditures, project completion, interagency coordination, internal communications and other matters as set forth herein; and

WHEREAS, Consultant possesses the necessary skills, experience, knowledge, including knowledge of State and School District requirements such as the Leroy F. Greene Act of 1998-SB-50 and the Education Facilities Bond, Proposition 47, and that required by Government Code section 4529.5, and technical and financial resources to undertake the performance and obligations of the Construction Project Management Services required herein; and

WHEREAS, Consultant is licensed and/or registered as defined in the State of California Government Code section 4525(e); and

WHEREAS, District may contract with any persons for the furnishing to the District of special services and advice as described above pursuant to California Education Code 35160 and 35160.1; and Government Code 53060, and may contract for Construction Project Management Services pursuant to Government Code 4526.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual acts and promises as contained herein, it is agreed by and between the District and Consultant as follows:

1. PROJECT:

Consultant services, as provided herein, are for and limited to all phases of construction and work necessary for the completion of District's Playfield Repairs including Hydraulic Irrigation Equipment; Storm Drainage Improvement; and New Fencing "Project," to be located at District's premises located at C.B. Wire Elementary School, Sacramento, California. "Project" as used in this Agreement shall include any and all tasks and related activities reasonable and necessary for the construction and completion of the Project including acceptance by District.

This Agreement shall be governed by the laws of the State of California, including as applicable, regulations of the State Allocation Board, State of California Leroy F. Greene Lease-Purchase State Building Funds of 1998-SB50 and the Education Facilities Bond,

Proposition 47, and of any other governmental agency with authority pertaining to reimbursement of such funds to the District, all of which shall be deemed incorporated herein by this reference and the Consultant shall be obligated to comply with the same.

No action or failure to act by the District or any District representative shall constitute a waiver of a right or duty afforded them under this Agreement, nor shall any such action or failure to act constitute approval of, or acquiescence in, a breach thereunder, except as may be specifically agreed in writing.

2. NATURE OF THE WORK:

Consultant has fully familiarized itself with all aspects of the Project and understands and agrees that Consultant shall further the interests of District by furnishing skill and judgment as a provider of Construction Project Management Services, in cooperation with District representatives and, where appropriate, in reliance upon the services of the Project Architect. Consultant agrees to furnish business administration and management services and to perform in an expeditious and economical manner consistent with the interests of District. Consultant shall be responsible, to the extent described in this Agreement, for ensuring that the Project is completed in a competent and professional manner within the District's budget and in accordance with the District's schedule for timely completion of the Project.

Consultant shall perform special services and provide advice on behalf of the District as follows:

- a. Technical advice regarding construction;
- b. Construction coordination, including progress schedules, change orders and problem solving;
- c. Interagency coordination including, but not necessarily limited to, coordination between Consultant and:
 - 1) Architect; and
 - 2) The State of California – Division of the State Architect, “DSA”, where appropriate;
- d. Internal communications, including Board reports, internal staff updates and community updates. The Consultant shall develop a communication system to ensure clear communication between the District, the Consultant, the Architect, contractor and other parties involved with the Project. In developing this communication system, the Consultant shall meet with the District, the Architect and others to determine the type of information to be reported, the reporting format and the desired frequency for distribution of the various reports;
- e. Review of building specifications and scope of work, including any and all Project related contractual obligations owed to District by any third party;
- f. Review of all phases and elements of construction for all purposes including the assurance that various construction agreements and elements are properly coordinated, scheduled and assigned in such a way to maximize project efficiency;
- g. General construction management and overseeing of all project construction; and
- h. Provision of superintendency functions on the job site. Consultant shall, promptly, in writing and consistent with its duty of care, recommend to District and relevant employees of the District findings regarding said Project construction and make suggestions thereon.

In addition, Consultant shall perform the following activities:

SCHEMATIC DESIGN PHASE

- a. Construction Manager shall notify District in writing of potential complications, cost overruns, unusual conditions, and general needs that could significantly affect the Project budget and time line. Consultant shall prepare a construction management plan for the Project. The construction management plan shall: (1) provide a preliminary evaluation of the District's schedule, cost and design requirements for the Project; (2) develop an anticipated construction schedule; (3) develop a preliminary cost estimate for each type of work contemplated by the Project; (4) clarify and delineate the Architect's duties, the contractor's responsibilities, the District's responsibilities, the Consultant's responsibilities; and (5) set forth a plan for the administration and coordination of all work on the Project. The plan shall provide for Architect and District review and written acceptance.
- b. Construction Manager shall establish a preliminary construction budget or allowance in the format required by District, or if applicable, by the school construction funding agency identified by District, for written approval by the District. The purpose of the cost estimate is to show probable cost in relation to District's budget. If Construction Manager perceives site considerations, which render the Project expensive or cost prohibitive, Construction Manager shall disclose such conditions in writing to District immediately. Construction Manager shall provide a preliminary written time schedule for the performance of work on the Project. This master schedule shall specify the proposed starting and finishing dates and the dates by which certain construction activities must be complete. The Consultant shall submit the master schedule to the District for written acceptance and update the master schedule, as appropriate or at least on a monthly basis for District's acceptance.
- c. Consultant shall conduct periodic Project meetings attended by the District, Architect and others. Such meetings shall serve as a forum for the exchange of information concerning the Project and the review of design progress. The Consultant shall prepare and distribute minutes of these meetings to the District, Architect, and others in attendance.
- d. Consultant shall assist the District in preparing documents concerning the construction budget for use in obtaining or reporting on Project funding.

DESIGN DEVELOPMENT PHASE

- a. Construction Manager shall provide District an updated estimate of construction costs, containing detail consistent with the design development documents and containing a breakdown based on types of materials and specifications identified in the construction budget. Consultant shall prepare a Project and construction budget based on the separate divisions of the work required for the Project, following the Consultant's review of the Project plans and specifications prepared by the Architect. The Consultant shall review the budget with the District and the Architect and the Consultant shall submit the Project and construction budget to the District for acceptance. The Project and construction budget shall be revised by the Consultant as directed by the District and as necessary to ensure accuracy as changes are made throughout the Project. The proposed Project and construction budget may not be exceeded without prior written approval by District. Consultant shall make recommendations to the District concerning revisions to the Project and construction budget that may result from design changes. Consultant shall

prepare and distribute Project cost reports that shall indicate actual or estimated costs compared to the Project and construction budget.

- b. Provide construction feasibility review.
- c. Provide conceptual estimating assistance to Project Manager.
- d. Provide constructability analysis consistent with its experience and qualifications.
- e. Provide scheduling information, including providing and distributing periodic reports that compare actual progress with scheduled progress for this phase of the Project.
- f. Provide cost evaluations of alternative materials and systems.

BIDDING PHASE

- a. Conduct a pre-bid walk with potential bidders, if required by the bidding documents.
- b. Conduct post-bid interview with successful bidder prior to start of work.

CONSTRUCTION PHASE:

The Construction Phase of the Project will commence with the award of the construction contract and will end sixty (60) days after acceptance of the Project by the District, as indicated by recording the Notice of Completion with the Sacramento County Recorder; provided that the Project Manager shall continue to be subject to certain construction phase services of the Consultant, as set forth in this Agreement, which extend beyond the expiration of the set sixty (60) day period.

- a. Provide general project management, including administrative, management, and related services as required to coordinate work of the contractor with any other contractor and with the activities and responsibilities of the Consultant, the District, and the Architect to complete the Project in accordance with the Project's plans and specifications, as well as the District's cost, time, and quality objectives. The Consultant shall be the party to whom all information shall be submitted.
- b. Require and review Master CPM construction schedule. Compare Contractor schedule with the schedule of any other contractor to determine if they result in a coordinated construction schedule. Require updates of schedule monthly. Prepare and distribute periodic reports that compare actual progress with scheduled progress. This evaluation shall serve as data for revision of the construction schedule report that shall be prepared and distributed to the Contractor, the District and the Architect by the Consultant. The construction schedule report shall be periodically updated to show current conditions as the work progresses. The report shall indicate actual progress compared to scheduled progress, and shall serve as the basis for progress payments to the Contractor.
- c. Material procurement consultation and advice, including recommending a schedule for the District's purchase of materials and equipment requiring long lead time procurement. Arrange for delivery and storage, protection and security for District purchased materials, systems and equipment which are part of the Project until such items are incorporated into the Project.
- d. Shop drawings and submittals review in cooperation with the Architect.
- e. Progress payment review, including preparing and distributing the progress payment reports. The reports shall state the total contract price, payment to date, current payment requested, retainage, and amounts owed. A portion of this report shall be a recommendation of payment that shall be signed by the Consultant and delivered to the District for use by the District in making payments to the Contractor.

- f. Recommend necessary or desirable changes to the Architect and the District and provide advice regarding such changes, including potential schedule impacts. Implement change order procedures, review requests for changes, assist in negotiating Contractor's proposals, submit recommendations to the Architect and the District, and if they are accepted, prepare and sign change orders for the Architect's and Contractor's signatures and District authorization, and maintain logs, files, and other necessary documentation relating thereto. Regarding Contractor change order requests, the Consultant shall review the contents of all Contractor-requested changes to the contract time or price, endeavor to determine the cause of the request, and assemble and evaluate information concerning the request. The Consultant shall provide to the Architect a copy of each change order request, and the Consultant shall, in its evaluations of the Contractor's requests, consider the Architect's comments regarding the proposed changes. The consultant shall periodically prepare and distribute change order reports. The report shall list all District-approved change orders by number, a brief description of the change order work, the cost, and percent of completion of the change order work. The report shall also include similar information for potential change orders of which the Consultant may be aware.
- g. Quality control. Consultant shall establish and implement a program to monitor the quality of the construction. The purpose of the program shall be to assist in guarding the District against work by the Contractor that does not conform to the requirements of the Construction Documents. The Consultant is not authorized to change, revoke, alter, enlarge, relax or release any requirements of the Construction Documents or to approve or accept any portion of the work not conforming to the requirements of the Construction Documents. Communication between the Consultant and Contractor with regard to quality review shall not in any way be construed as binding the Consultant, the Architect, or the District or releasing the Contractor from performing the work in accordance with the Construction Documents. No action taken by the Consultant shall relieve the Contractor of its obligation to perform the work in strict conformity with the requirements of the Construction Documents, and in strict conformity with all other applicable laws, rules and regulations. Consultant shall not be responsible for the failure of the Contractor to carry out work in accordance with the Construction Documents so long as Consultant has used all available means and undertaken good-faith efforts to secure the performance of the Contractor in accordance with the Construction Documents.
- h. Testing and inspection review. Consultant shall assist the District in selecting and retaining the professional services of special consultants and testing laboratories and coordinate their services. The Consultant shall receive a copy of all inspection and testing reports and shall provide a copy of such reports to the Architect.
- i. Agency approval's consultation and advice.
- j. Project close-out consultation and advice. Consultant shall determine, after consulting with District and Architect, when the Project and the Contractor's remaining work consists of punchlist items. In consultation with the Architect, the Consultant shall prepare a list of incomplete work or work which does not conform to the requirements of the Construction Documents. The Consultant shall consult with the Architect and the District and shall determine when the Project and the Contractor's work are completed. The Consultant shall issue a Certificate of Final Completion, and shall provide to the District a written recommendation regarding payment to the Contractor.
- k. Provide occupancy consultation and advice, and in reviewing the Master Project Schedule consider the District's occupancy requirements.
- l. Conduct a pre-construction meeting with all parties, including Contractor.

- m. Participate in periodic meetings with District, Architect and Project Manager to discuss such matters as procedures, progress problems and scheduling.
- n. Conduct weekly coordination meetings with Contractor and distribute meeting minutes. Develop 3-week short internal schedules (SIS) for use in each weekly meeting.
- o. Continuous daily on-site representation to observe Contractor's work for general conformance with the plans and specifications and to confirm work is progressing in accordance with the Construction Documents and Master CPM construction schedule.
- p. Consultant shall demand that Contractor provide recovery schedules where appropriate and recommend appropriate steps to take if Contractor either does not provide such schedules or the schedules are not realistic. Recovery schedules shall reflect the correct action and extraordinary efforts Contractor shall undertake to recapture lost time and shall be distributed to Architect and Project Manager.
- q. Keep records of construction progress and time schedules. Advise Contractor and District of any deviations from the time schedule that could delay timely completion and occupancy of Project. Maintain daily log documenting daily progress by trade and building as well as problems and delays. The daily log will include, but not be limited to, the weather, Contractor's staffing, work accomplished, problems encountered, rejection of material or work and other similar relevant data as the District may require.
- r. Review and respond, in cooperation with the Architect, in a timely manner, to all schedules, submittals, shop drawings, samples, information requests, and other submissions of the Contractor for compliance with design and specifications, and ensure timely and uninterrupted progress of the work.
- s. Make offsite observations of fabricated materials and equipment within a one-hour radius. Observations outside of a sixty-mile radius will be billed on a time and materials basis.
- t. Advise regarding the amounts recommended to satisfy and assess liquidated damages, stop notices or other requirements of the construction contract documents.
- u. Analyze and advise District in cooperation with the Architect as to acceptability of test reports, methods, materials, equipment and systems.
- v. Review and advise District in cooperation with the Architect as to the acceptability of substitutions proposed by the Contractor.
- w. Review materials submitted by Contractor and assemble for and provide to District written warranties, guarantees, owners' manuals, instruction books, diagrams, record drawings ("as-builts"), and any other materials required from the Contractor and subcontractors in accordance with the Construction Documents.
- x. Use best efforts to achieve satisfactory performance from the Contractor. Consultant shall determine, through routine on-site inspections, that the work of the Contractor is being performed in accordance with the requirements of the Construction Documents in order to guard the District against defects and deficiencies in the work.
- y. When appropriate, advise the District and make recommendations to the District for exercising the District's prerogatives, such as giving the Contractor notice to recover progress on the schedule when the schedule goals are in jeopardy due to Contractor failings, withholding payment for cause and other prerogatives when required in an effort to achieve contract compliance.
- z. Determine in general that the work of Contractor is being performed in accordance with the requirements of the Contractor's contract. Use best efforts to protect the District against defects and deficiencies in the work. With Architect and the District, reject work that does not conform to the requirements of the Contractor's contract. Consultant shall consult with the Architect and the District if Contractor requests an interpretation of the meaning or intent of the drawings and specifications, and assist in the resolution of questions which

may arise; however, the Architect shall have primary responsibility for the interpretation of Project plans and specifications.

- aa. Maintain on a current basis: a record copy of all contracts, drawings, specifications, addenda, change orders and other modifications, in good order and marked to record documents and revisions which arise out of Contractor's contract or work; shop drawings; product data; samples; submittals; purchases; materials; equipment; applicable handbooks; maintenance and operating manuals and instructions; other related documents and revisions which arise out of the contract or work. Make all records available to the District. At the completion of the Project, deliver all such records and "as built" plans to the District.
- ab. Construction progress photos/videos.
- ac. Consultant shall assist the District in obtaining approvals and permits from all authorities having jurisdiction over the Project. The Consultant shall also verify that all required permits, bonds, and insurance have been obtained from the Contractor.
- ad. Consultant shall prepare and distribute Project cost reports that shall indicate actual or estimated costs compared to the construction budget.
- ae. Consultant shall be responsible for reviewing Contractor's safety program.

POST CONSTRUCTION PHASE: Immediately upon the District's and Architect's approval of completion of the Project, and in addition to any additional submittals required by the Agreement, collect and submit the following close-out documentation to the District:

- a. Operations and maintenance data for equipment as required by the Contract Documents for the project.
- b. Warranties for equipment put into service.
- c. Tools, spare parts and maintenance materials.
- d. A list of Construction Contractor, Vendors, and Materialmen of every tier providing services, equipment, and/or materials in connection with the Project in a formal, adequately bound, catalogued form, including the names, addresses, telephone numbers and fax numbers of such persons, and shall further include notices as to where pertinent persons can and may be reached for emergency service, including nights, weekends, and holidays.
- e. Final payment consultation and advice.
- f. Change order documentation review, consultation and advice.
- g. Warranty item consultation and advice.
- h. Guarantees consultation and advice.
- j. Filing of as-built documents.
- k. Oversee and coordinate training, demonstrations and commissioning. Consultant shall review the Contractor's checkout of utilities, operational systems, and equipment or readiness and assist in their initial start-up and testing.
- l. Consultant shall also forward all of its documents and plans to the District upon completion of the Project and ensure all such plans and documents are well organized for any appropriate audit or review of the Project. All documents, daily logs, and any other written work product generated by Consultant shall be deemed the sole and exclusive property of District.

Provide advice to District on apparent deficiencies in construction during all warranty periods following acceptance of Project.

3. DESIGNATED REPRESENTATIVE:

District shall have the right to approve the designated representative of Consultant. Wayne Sjolund shall be the designated representative of Consultant who shall personally provide all services as set forth in this Agreement unless otherwise agreed to by prior written agreement. Should Wayne Sjolund be unable at any time to perform the duties described herein, District shall have the right to approve a new designated representative of Consultant or to terminate this Agreement. District reserves the right to require that any designated representative or representatives of Consultant who proves not to be satisfactory to the District shall be removed upon written notice from the District.

4. PROJECT MANAGER:

District designated Lori Rubenstein as the Construction Manager authorized to act in District's behalf with respect to the Project. Construction Manager shall examine documents and other writings submitted by Consultant and shall render decisions pertaining thereto promptly to avoid unreasonable delays in the progress of Consultant's services.

5. DISTRICT RESPONSIBILITY:

Notwithstanding anything contained herein and to the contrary, it is understood and agreed that District is responsible for:

- a. The District shall provide information regarding the requirements of the Project, including its objectives, constraints and criteria, including space requirements and relationships, flexibility and expendability requirements, special equipment and systems and site requirements.
- b. The District shall provide a budget for the Project, based on consultation with the Architect, which shall include contingencies for bidding, changes during construction and other costs that are the responsibility of the District.
- c. The District shall retain Architect whose services, duties and responsibilities are described in the "Contract for Architectural/Engineering Services, between the District and Architect.
- d. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Contractor's Contract, the District shall give prompt written notice thereof to Consultant.
- e. The District shall make timely payments for all invoices that have been approved by the District, Architect and Consultant.
- f. The District shall furnish structural, mechanical, electrical, and other laboratory tests, inspections and reports as required by law or the Contractor's contract.

6. PLACE OF WORK:

It is understood that Consultant services shall be rendered largely at the construction site located at 5100 El Paraiso Ave, Sacramento, California and the District offices located at 425 1st Avenue and 5735 47th Avenue, Sacramento, California, but the Consultant will, on request, provide services at such other places as designated by the District.

7. TIME DEVOTED TO WORK:

Consultant shall perform services described in Article 2 above, as expeditiously as is consistent with reasonable skill and care and the orderly progress of the Project, and to avoid any additional costs to District.

In the performance of Consultant's services, the services and the hours the Consultant is to work, on any given day, will be within Consultant's control and District will rely upon Consultant to put in such number of hours as is reasonably necessary to fulfill the spirit and purpose of this Agreement. Generally, the Parties anticipate Consultant will provide services between 7:30 a.m. and 4:30 p.m., unless otherwise coordinated with the Project Manager, 5 days per week until the project is completed. It is understood and agreed that the estimated total number of hours required by Consultant to complete the required services, shall be approximately 160 hours per month, excluding travel time. If additional hours are required in order to complete the Project, such hours may be authorized but only upon prior written agreement of the Parties.

8. PAYMENT:

District shall pay Consultant the total not to exceed Two Hundred Four Thousand, Eight Hundred Seventeen and 04/100 Dollars (\$204,817.04) payable in monthly installments based on the number of hours worked provided Consultant shall have submitted a prior monthly report of time spent on the Project to the District. It is understood and agreed that Consultant's hours may vary from month to month but on average will total approximately 160 hours per month, except upon prior written agreement by the Parties.

District shall pay Consultant in accordance with its usual and customary accounts payable practices and payment cycles. In addition, Consultant shall be reimbursed for all pre-approved, in writing, travel and out-of-pocket expenses incurred on behalf of District while away from Consultant's principle place of business, as defined in Article 6 of this Agreement.

District will reimburse Consultant for all reasonable costs ("Reimbursable Costs") not otherwise anticipated under this Agreement that are necessarily incurred by Consultant in the proper performance of its services under this Agreement. Any Reimbursable Costs shall be subject to the District's prior written approval. Payment of allowable Reimbursable Costs shall be made within thirty (30) days upon receipt and approval of Consultant's invoice(s).

9. TRANSPORTATION:

For transportation by automobile out of the Sacramento area, Consultant shall be reimbursed at the rate of \$.55 per mile.

10. TERM:

The initial term of this Agreement shall commence on March 1, 2015 and shall continue until the Project is completed. It is understood services as provided herein will generally begin one month prior to the start of construction and end, except as otherwise stated herein, 60 days after acceptance by the District of the Project as reflected in the recording of the Notice of Completion. This Agreement may be extended upon mutual agreement of the Parties.

11. TERMINATION:

District may unilaterally terminate this Agreement for any reason, in its absolute discretion, by giving Consultant seven (7) days written notice of termination. This Agreement may also be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform their duties under this Agreement. In the event of early termination, the Consultant shall be compensated for all services satisfactorily performed to the termination date and any services pre-authorized by District in writing to wind up Consultant's services; provided however, District shall not be liable to pay more than the total

amount of the Agreement. Upon receipt of a notice of termination, Consultant shall promptly discontinue all services affected, unless the notice directs otherwise.

Upon termination of this Agreement as provided herein, Consultant shall promptly provide and deliver to District all files, notes, writings, documents, and other materials in Consultant's possession or under Consultant's control related to the services Consultant has performed on behalf of the District regarding the Project.

12. RELATIONSHIP BETWEEN THE PARTIES:

The Parties agree and intend that the relationship between them, created by this Agreement, is that of independent contractor. Consultant is not an employee of District, or of Architect, and is not entitled to the benefits provided by the District to its employees including, but not limited to, group insurance and pensions plans.

In providing the services contemplated by this Agreement, the Consultant shall, on behalf of the District, maintain a professional working relationship with the District, Contractor, and the Architect. The Consultant shall furnish all services in accordance with the standards of the industry for similar public works projects in the State of California and in accordance with all applicable Federal, State and local laws. Nothing contained in this Agreement shall be deemed to create any contractual relationship between the Consultant and the Architect or the Contractor or subcontractors or material suppliers for the Project, nor shall anything contained in this Agreement be deemed to give any third party any claim or right of action against the District, the Architect or the Consultant. Consultant will be liable and solely responsible for paying all required taxes and workers' compensation and other obligations, including, but not limited to, federal and state income taxes and social security taxes. Consultant agrees to indemnify, defend and hold the District harmless from any liability which Consultant may incur to the Federal or State governments as a consequence of this Agreement. All payments to the Consultant shall be reported to the Internal Revenue Service.

13. INDEMNIFICATION:

Consultant shall defend, indemnify and hold the District, its board members, officers, agents and employees harmless from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages and attorney's fees and costs, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of Consultant or its agents, employees or subcontractors under this Agreement. Consultant shall reimburse the District for any expenditure the District may make by reason of the matters that are the subject of this indemnification, and if requested by the District, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of Consultant. It is understood and agreed that such indemnification will survive the termination of this Agreement.

14. INSURANCE:

Prior to commencement of and during all times that Consultant is providing services pursuant to this Agreement, Consultant shall, at its sole expense, maintain in full force and effect:

1. Commercial general liability insurance coverage for bodily injury, property damage, and personal injury, with policy limits of not less than \$1,000,000 per occurrence and a general aggregate limit of not less than \$2,000,000. Consultant will also provide a written

endorsement to such policy naming District and its officers, employees, and agents 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 such insurance is not kept in force as required herein, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Consultant to the District, or District may deduct the premium from any monies owing to Consultant under this Agreement.

2. Automobile insurance covering claims for damages because of bodily injury or death of any person, or property damage arising out of the ownership, maintenance and/or use of any motor vehicle, with a combined single limit of not less than \$1,000,000 per accident.
3. Errors and omissions insurance covering the services furnished by Consultant pursuant to this Agreement, providing for coverage on per occurrence basis for a minimum of One Million Dollars (\$1,000,000.00). The insurance policy shall not contain a provision providing for any deductible greater than Fifty Thousand Dollars (\$50,000.00). If Construction Manager's errors and omissions insurance is in a claims made form, said insurance shall be carried and continued by Consultant for a period of three (3) years following the date the Notice of Completion is recorded for the Project.
4. Insurance covering claims under worker's compensation, disability benefits and other similar employee benefit acts that are applicable to the work being performed under this Agreement.

Consultant shall provide written evidence of the above insurance coverage in the form of a certificate of insurance to the District prior to commencement of any work under this Agreement. At the District's request, Consultant shall provide a certified copy of each insurance policy.

Insurance industry's standard Accord Certificate of Insurance or binder forms shall bear an endorsement precluding the cancellation or reduction of coverage of any policy covered by such Certificate or binder before the expiration of thirty (30) days after the District shall have received notification of such cancellation, suspension, reduction, or voided coverage.

16. FINGERPRINTING REQUIREMENTS:

Education Code Section 45125.1 states that if employees of any contractor providing school site administrative or similar services may have any contact with any pupils, those employees shall be fingerprinted by the Department of Justice (DOJ) before entering to determine that they have not been convicted of a serious or violent felony. If the District determines that more than limited contact with students will occur during the performance of these services by Contractor, Contractor will not perform services until all employees providing services have been fingerprinted by the DOJ and DOJ fingerprinting clearance certification has been provided to District.

District has determined that Contractor's (Consultant) services will result in limited contact with pupils. Contractor is required to comply with the conditions listed in Exhibit A, Contractor's certification of compliance with District fingerprinting and security requirements. If Contractor is unwilling to comply, Contractor's employees may not enter any

school site until Contractor provides certification of fingerprinting clearance by the DOJ for employees providing services. These requirements apply to self-employed contractors.

17. WORK STANDARDS:

The conduct and control of the work to be performed by Consultant, under the Agreement, shall lie solely with the Consultant. Consultant shall perform services for the District in accordance with currently approved methods and ethical standards applicable to its professional capacity. Consultant shall be free to practice its profession, for others, during those periods when it is not performing work, under this Agreement, for the District.

18. FURNISHING OF MATERIALS AND EQUIPMENT:

All materials and equipment needed by Consultant to carry out the work to be performed by Consultant, under this Agreement, shall be furnished by Consultant, at its expense, except that District shall be responsible for those items as set forth in Article 5 above.

19. CALLBACKS:

It is understood and agreed that Consultant shall not be responsible for callbacks or other concerns related to implied or expressed workmanship or product liability more than 60 days after Project acceptance by District except as otherwise set forth herein. Notwithstanding anything contained herein to the contrary, Consultant shall be fully responsible for performance of the terms and conditions of this Agreement.

20. RIGHT OF EMPLOYER TO SUPERVISE AND INSPECT:

Consultant, as an independent contractor, shall have the authority to control and direct the performance of the work done under this Agreement. However, the work shall be subject to the District's general right of inspection and supervision including the right of inspection and supervision through District's Project manager and independent inspector to secure the satisfactory completion thereof in accordance with project plans and specifications.

21. LIMITATION ON DELEGATION OF PERSONAL SERVICES BY CONSULTANT:

The work and services provided herein shall be performed by those principals, officers and employees of Consultant mutually agreed to by District in writing.

22. CONFLICT OF INTEREST:

The Consultant shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest.

Consultant shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Consultant shall not hire any employee of the United States government to perform any service covered by this Agreement.

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

23. WRITTEN NOTICE:

All communications regarding this Agreement shall be sent to Consultant at 133 Riverside Ave, Roseville, CA 95678 unless notified to the contrary and to District at Contracts Office, 5735 47th Avenue, Sacramento, 95824 unless notified to the contrary.

Any written notice hereunder shall become effective as of the date of personal service or mailing by registered or certified or overnight mail and shall be deemed sufficiently given if delivered or sent to the addressee at the address stated in this Agreement or such other address as may hereafter be specified by notice in writing.

24. GOVERNING LAW:

This Agreement shall be governed by the laws of the State of California and venue shall be appropriate in the appropriate Superior Court in Sacramento County, California. Consultant shall perform all services hereunder in accordance with all applicable governmental laws, rules and regulations.

25. OTHER PROVISIONS OF LAW:

Each and every provision of law and clause required by law to be inserted shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

26. APPROVAL OR RATIFICATION BY BOARD OF EDUCATION:

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted, in compliance with the provisions of Education Code section 17604, SCUSD Board Regulation BP-3312 and SCUSD Board Resolution 2427.

27. SUCCESSORS AND ASSIGNS. The District and the Consultant, respectively, bind themselves, their successors, assigns, and legal representatives to the other party to this Agreement, and to the partners, successors, assigns, and legal representatives of such other party with respect to all terms of this Agreement. Consultant shall not assign or transfer any interest in this Agreement without the written consent of District.

28. SEVERABILITY. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

29. AMENDMENTS. This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by both parties.

30. EXECUTION BY FACSIMILE OR IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

31. INTERPRETATION. The language of all parts of this Agreement shall, in all cases, be construed as a whole, according to its fair meaning, and not strictly for or against either party.

32. **ENTIRE AGREEMENT.** This Agreement constitutes the entire Agreement between the parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by written instruction signed by both the District and Consultant.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

PREMIER MANAGEMENT GROUP

By: _____
Gerardo Castillo, CPA
Chief Business Officer

By: _____
Wayne Sjolund
President

Date

Date

EXHIBIT A

CONTRACTOR CERTIFICATION

Fingerprinting: Education Code section 45125.1 provides that any contractor providing school site administrative or similar services to a school district must certify that its employees providing that service who may come into contact with pupils have not been convicted of a serious or violent felony as defined by law. Those employees must be fingerprinted and the Department of Justice must report to the Contractor if they have been convicted of such felonies. No person convicted may be assigned to work under the contract. The school district may determine, under the totality of circumstances including (1) the length of time the employees will be on school grounds, (2) whether pupils will be in proximity of the site where the employees will be working and (3) whether the contractors will be working alone or with others, that the employees will have only limited contact with pupils and neither fingerprinting nor certification is required.

The District has determined that section 45125.1 is applicable to this contract. The District has also determined that the employees assigned to work at a school site under this contract will have only limited contact with pupils, provided the following conditions are met at all times:

1. Contractor employees shall not come into contact with pupils or work in the proximity of pupils at any time except under the direct supervision of school district employees.
2. Contractor employees shall use only restroom facilities reserved for District employees and shall not use student restrooms at any time.
3. Contractor will inform all of its employees who perform work at any school or District site of these conditions and require its employees, as a condition of employment, to adhere to them.
4. Contractor will immediately report to District any apparent violation of these conditions.
5. Contractor shall assume responsibility for enforcement of these conditions at all times during the term of this Agreement.

If, for any reason, Contractor cannot adhere to the conditions stated above, Contractor shall immediately so inform the District and assign only those employees who have been fingerprinted and cleared for employment by the Department of Justice. In that case, Contractor shall provide to the District the names of all employees assigned to perform work under this Agreement. Compliance with these conditions, or with the fingerprinting requirements, is a condition of this Agreement, and the District reserves the right to suspend or terminate the Agreement at any time for noncompliance.

Wayne Sjolund, President

Date



CONSTRUCTION MANAGEMENT CONTRACT

This Contract is made on this 21st day of May, 2015 between the Sacramento City Unified School District, a California public entity existing under the laws of the State of California, referred to as “District”, and Premier Management Group, Inc., referred to as “Consultant” or “Construction Manager.”

RECITALS

WHEREAS, District is in the process of replacing the roof at its premises located at Hiram Johnson High School, 6879 14th Avenue, Sacramento, California; and

WHEREAS, District is in need of Construction Project Management Services in relation to contract bidding, design coordination, construction coordination, expenditures, project completion, interagency coordination, internal communications and other matters as set forth herein; and

WHEREAS, Consultant possesses the necessary skills, experience, knowledge, including knowledge of State and School District requirements such as the Leroy F. Greene Act of 1998-SB-50 and the Education Facilities Bond, Proposition 47, and that required by Government Code section 4529.5, and technical and financial resources to undertake the performance and obligations of the Construction Project Management Services required herein; and

WHEREAS, Consultant is licensed and/or registered as defined in the State of California Government Code section 4525(e); and

WHEREAS, District may contract with any persons for the furnishing to the District of special services and advice as described above pursuant to California Education Code 35160 and 35160.1; and Government Code 53060, and may contract for Construction Project Management Services pursuant to Government Code 4526.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual acts and promises as contained herein, it is agreed by and between the District and Consultant as follows:

1. PROJECT:

Consultant services, as provided herein, are for and limited to all phases of construction and work necessary for the completion of District’s Playfield Repairs including Hydraulic Irrigation Equipment; Storm Drainage Improvement; and New Fencing “Project,” to be located at District’s premises located at C.B. Wire Elementary School, Sacramento, California. “Project” as used in this Agreement shall include any and all tasks and related activities reasonable and necessary for the construction and completion of the Project including acceptance by District.

This Agreement shall be governed by the laws of the State of California, including as applicable, regulations of the State Allocation Board, State of California Leroy F. Greene Lease-Purchase State Building Funds of 1998-SB50 and the Education Facilities Bond,

Proposition 47, and of any other governmental agency with authority pertaining to reimbursement of such funds to the District, all of which shall be deemed incorporated herein by this reference and the Consultant shall be obligated to comply with the same.

No action or failure to act by the District or any District representative shall constitute a waiver of a right or duty afforded them under this Agreement, nor shall any such action or failure to act constitute approval of, or acquiescence in, a breach thereunder, except as may be specifically agreed in writing.

2. NATURE OF THE WORK:

Consultant has fully familiarized itself with all aspects of the Project and understands and agrees that Consultant shall further the interests of District by furnishing skill and judgment as a provider of Construction Project Management Services, in cooperation with District representatives and, where appropriate, in reliance upon the services of the Project Architect. Consultant agrees to furnish business administration and management services and to perform in an expeditious and economical manner consistent with the interests of District. Consultant shall be responsible, to the extent described in this Agreement, for ensuring that the Project is completed in a competent and professional manner within the District's budget and in accordance with the District's schedule for timely completion of the Project.

Consultant shall perform special services and provide advice on behalf of the District as follows:

- a. Technical advice regarding construction;
- b. Construction coordination, including progress schedules, change orders and problem solving;
- c. Interagency coordination including, but not necessarily limited to, coordination between Consultant and:
 - 1) Architect; and
 - 2) The State of California – Division of the State Architect, “DSA”, where appropriate;
- d. Internal communications, including Board reports, internal staff updates and community updates. The Consultant shall develop a communication system to ensure clear communication between the District, the Consultant, the Architect, contractor and other parties involved with the Project. In developing this communication system, the Consultant shall meet with the District, the Architect and others to determine the type of information to be reported, the reporting format and the desired frequency for distribution of the various reports;
- e. Review of building specifications and scope of work, including any and all Project related contractual obligations owed to District by any third party;
- f. Review of all phases and elements of construction for all purposes including the assurance that various construction agreements and elements are properly coordinated, scheduled and assigned in such a way to maximize project efficiency;
- g. General construction management and overseeing of all project construction; and
- h. Provision of superintendency functions on the job site. Consultant shall, promptly, in writing and consistent with its duty of care, recommend to District and relevant employees of the District findings regarding said Project construction and make suggestions thereon.

In addition, Consultant shall perform the following activities:

SCHEMATIC DESIGN PHASE

- a. Construction Manager shall notify District in writing of potential complications, cost overruns, unusual conditions, and general needs that could significantly affect the Project budget and time line. Consultant shall prepare a construction management plan for the Project. The construction management plan shall: (1) provide a preliminary evaluation of the District's schedule, cost and design requirements for the Project; (2) develop an anticipated construction schedule; (3) develop a preliminary cost estimate for each type of work contemplated by the Project; (4) clarify and delineate the Architect's duties, the contractor's responsibilities, the District's responsibilities, the Consultant's responsibilities; and (5) set forth a plan for the administration and coordination of all work on the Project. The plan shall provide for Architect and District review and written acceptance.
- b. Construction Manager shall establish a preliminary construction budget or allowance in the format required by District, or if applicable, by the school construction funding agency identified by District, for written approval by the District. The purpose of the cost estimate is to show probable cost in relation to District's budget. If Construction Manager perceives site considerations, which render the Project expensive or cost prohibitive, Construction Manager shall disclose such conditions in writing to District immediately. Construction Manager shall provide a preliminary written time schedule for the performance of work on the Project. This master schedule shall specify the proposed starting and finishing dates and the dates by which certain construction activities must be complete. The Consultant shall submit the master schedule to the District for written acceptance and update the master schedule, as appropriate or at least on a monthly basis for District's acceptance.
- c. Consultant shall conduct periodic Project meetings attended by the District, Architect and others. Such meetings shall serve as a forum for the exchange of information concerning the Project and the review of design progress. The Consultant shall prepare and distribute minutes of these meetings to the District, Architect, and others in attendance.
- d. Consultant shall assist the District in preparing documents concerning the construction budget for use in obtaining or reporting on Project funding.

DESIGN DEVELOPMENT PHASE

- a. Construction Manager shall provide District an updated estimate of construction costs, containing detail consistent with the design development documents and containing a breakdown based on types of materials and specifications identified in the construction budget. Consultant shall prepare a Project and construction budget based on the separate divisions of the work required for the Project, following the Consultant's review of the Project plans and specifications prepared by the Architect. The Consultant shall review the budget with the District and the Architect and the Consultant shall submit the Project and construction budget to the District for acceptance. The Project and construction budget shall be revised by the Consultant as directed by the District and as necessary to ensure accuracy as changes are made throughout the Project. The proposed Project and construction budget may not be exceeded without prior written approval by District. Consultant shall make recommendations to the District concerning revisions to the Project and construction budget that may result from design changes. Consultant shall

prepare and distribute Project cost reports that shall indicate actual or estimated costs compared to the Project and construction budget.

- b. Provide construction feasibility review.
- c. Provide conceptual estimating assistance to Project Manager.
- d. Provide constructability analysis consistent with its experience and qualifications.
- e. Provide scheduling information, including providing and distributing periodic reports that compare actual progress with scheduled progress for this phase of the Project.
- f. Provide cost evaluations of alternative materials and systems.

BIDDING PHASE

- a. Conduct a pre-bid walk with potential bidders, if required by the bidding documents.
- b. Conduct post-bid interview with successful bidder prior to start of work.

CONSTRUCTION PHASE:

The Construction Phase of the Project will commence with the award of the construction contract and will end sixty (60) days after acceptance of the Project by the District, as indicated by recording the Notice of Completion with the Sacramento County Recorder; provided that the Project Manager shall continue to be subject to certain construction phase services of the Consultant, as set forth in this Agreement, which extend beyond the expiration of the set sixty (60) day period.

- a. Provide general project management, including administrative, management, and related services as required to coordinate work of the contractor with any other contractor and with the activities and responsibilities of the Consultant, the District, and the Architect to complete the Project in accordance with the Project's plans and specifications, as well as the District's cost, time, and quality objectives. The Consultant shall be the party to whom all information shall be submitted.
- b. Require and review Master CPM construction schedule. Compare Contractor schedule with the schedule of any other contractor to determine if they result in a coordinated construction schedule. Require updates of schedule monthly. Prepare and distribute periodic reports that compare actual progress with scheduled progress. This evaluation shall serve as data for revision of the construction schedule report that shall be prepared and distributed to the Contractor, the District and the Architect by the Consultant. The construction schedule report shall be periodically updated to show current conditions as the work progresses. The report shall indicate actual progress compared to scheduled progress, and shall serve as the basis for progress payments to the Contractor.
- c. Material procurement consultation and advice, including recommending a schedule for the District's purchase of materials and equipment requiring long lead time procurement. Arrange for delivery and storage, protection and security for District purchased materials, systems and equipment which are part of the Project until such items are incorporated into the Project.
- d. Shop drawings and submittals review in cooperation with the Architect.
- e. Progress payment review, including preparing and distributing the progress payment reports. The reports shall state the total contract price, payment to date, current payment requested, retainage, and amounts owed. A portion of this report shall be a recommendation of payment that shall be signed by the Consultant and delivered to the District for use by the District in making payments to the Contractor.

- f. Recommend necessary or desirable changes to the Architect and the District and provide advice regarding such changes, including potential schedule impacts. Implement change order procedures, review requests for changes, assist in negotiating Contractor's proposals, submit recommendations to the Architect and the District, and if they are accepted, prepare and sign change orders for the Architect's and Contractor's signatures and District authorization, and maintain logs, files, and other necessary documentation relating thereto. Regarding Contractor change order requests, the Consultant shall review the contents of all Contractor-requested changes to the contract time or price, endeavor to determine the cause of the request, and assemble and evaluate information concerning the request. The Consultant shall provide to the Architect a copy of each change order request, and the Consultant shall, in its evaluations of the Contractor's requests, consider the Architect's comments regarding the proposed changes. The consultant shall periodically prepare and distribute change order reports. The report shall list all District-approved change orders by number, a brief description of the change order work, the cost, and percent of completion of the change order work. The report shall also include similar information for potential change orders of which the Consultant may be aware.
- g. Quality control. Consultant shall establish and implement a program to monitor the quality of the construction. The purpose of the program shall be to assist in guarding the District against work by the Contractor that does not conform to the requirements of the Construction Documents. The Consultant is not authorized to change, revoke, alter, enlarge, relax or release any requirements of the Construction Documents or to approve or accept any portion of the work not conforming to the requirements of the Construction Documents. Communication between the Consultant and Contractor with regard to quality review shall not in any way be construed as binding the Consultant, the Architect, or the District or releasing the Contractor from performing the work in accordance with the Construction Documents. No action taken by the Consultant shall relieve the Contractor of its obligation to perform the work in strict conformity with the requirements of the Construction Documents, and in strict conformity with all other applicable laws, rules and regulations. Consultant shall not be responsible for the failure of the Contractor to carry out work in accordance with the Construction Documents so long as Consultant has used all available means and undertaken good-faith efforts to secure the performance of the Contractor in accordance with the Construction Documents.
- h. Testing and inspection review. Consultant shall assist the District in selecting and retaining the professional services of special consultants and testing laboratories and coordinate their services. The Consultant shall receive a copy of all inspection and testing reports and shall provide a copy of such reports to the Architect.
- i. Agency approval's consultation and advice.
- j. Project close-out consultation and advice. Consultant shall determine, after consulting with District and Architect, when the Project and the Contractor's remaining work consists of punchlist items. In consultation with the Architect, the Consultant shall prepare a list of incomplete work or work which does not conform to the requirements of the Construction Documents. The Consultant shall consult with the Architect and the District and shall determine when the Project and the Contractor's work are completed. The Consultant shall issue a Certificate of Final Completion, and shall provide to the District a written recommendation regarding payment to the Contractor.
- k. Provide occupancy consultation and advice, and in reviewing the Master Project Schedule consider the District's occupancy requirements.
- l. Conduct a pre-construction meeting with all parties, including Contractor.

- m. Participate in periodic meetings with District, Architect and Project Manager to discuss such matters as procedures, progress problems and scheduling.
- n. Conduct weekly coordination meetings with Contractor and distribute meeting minutes. Develop 3-week short internal schedules (SIS) for use in each weekly meeting.
- o. Continuous daily on-site representation to observe Contractor's work for general conformance with the plans and specifications and to confirm work is progressing in accordance with the Construction Documents and Master CPM construction schedule.
- p. Consultant shall demand that Contractor provide recovery schedules where appropriate and recommend appropriate steps to take if Contractor either does not provide such schedules or the schedules are not realistic. Recovery schedules shall reflect the correct action and extraordinary efforts Contractor shall undertake to recapture lost time and shall be distributed to Architect and Project Manager.
- q. Keep records of construction progress and time schedules. Advise Contractor and District of any deviations from the time schedule that could delay timely completion and occupancy of Project. Maintain daily log documenting daily progress by trade and building as well as problems and delays. The daily log will include, but not be limited to, the weather, Contractor's staffing, work accomplished, problems encountered, rejection of material or work and other similar relevant data as the District may require.
- r. Review and respond, in cooperation with the Architect, in a timely manner, to all schedules, submittals, shop drawings, samples, information requests, and other submissions of the Contractor for compliance with design and specifications, and ensure timely and uninterrupted progress of the work.
- s. Make offsite observations of fabricated materials and equipment within a one-hour radius. Observations outside of a sixty-mile radius will be billed on a time and materials basis.
- t. Advise regarding the amounts recommended to satisfy and assess liquidated damages, stop notices or other requirements of the construction contract documents.
- u. Analyze and advise District in cooperation with the Architect as to acceptability of test reports, methods, materials, equipment and systems.
- v. Review and advise District in cooperation with the Architect as to the acceptability of substitutions proposed by the Contractor.
- w. Review materials submitted by Contractor and assemble for and provide to District written warranties, guarantees, owners' manuals, instruction books, diagrams, record drawings ("as-builts"), and any other materials required from the Contractor and subcontractors in accordance with the Construction Documents.
- x. Use best efforts to achieve satisfactory performance from the Contractor. Consultant shall determine, through routine on-site inspections, that the work of the Contractor is being performed in accordance with the requirements of the Construction Documents in order to guard the District against defects and deficiencies in the work.
- y. When appropriate, advise the District and make recommendations to the District for exercising the District's prerogatives, such as giving the Contractor notice to recover progress on the schedule when the schedule goals are in jeopardy due to Contractor failings, withholding payment for cause and other prerogatives when required in an effort to achieve contract compliance.
- z. Determine in general that the work of Contractor is being performed in accordance with the requirements of the Contractor's contract. Use best efforts to protect the District against defects and deficiencies in the work. With Architect and the District, reject work that does not conform to the requirements of the Contractor's contract. Consultant shall consult with the Architect and the District if Contractor requests an interpretation of the meaning or intent of the drawings and specifications, and assist in the resolution of questions which

may arise; however, the Architect shall have primary responsibility for the interpretation of Project plans and specifications.

- aa. Maintain on a current basis: a record copy of all contracts, drawings, specifications, addenda, change orders and other modifications, in good order and marked to record documents and revisions which arise out of Contractor's contract or work; shop drawings; product data; samples; submittals; purchases; materials; equipment; applicable handbooks; maintenance and operating manuals and instructions; other related documents and revisions which arise out of the contract or work. Make all records available to the District. At the completion of the Project, deliver all such records and "as built" plans to the District.
- ab. Construction progress photos/videos.
- ac. Consultant shall assist the District in obtaining approvals and permits from all authorities having jurisdiction over the Project. The Consultant shall also verify that all required permits, bonds, and insurance have been obtained from the Contractor.
- ad. Consultant shall prepare and distribute Project cost reports that shall indicate actual or estimated costs compared to the construction budget.
- ae. Consultant shall be responsible for reviewing Contractor's safety program.

POST CONSTRUCTION PHASE: Immediately upon the District's and Architect's approval of completion of the Project, and in addition to any additional submittals required by the Agreement, collect and submit the following close-out documentation to the District:

- a. Operations and maintenance data for equipment as required by the Contract Documents for the project.
- b. Warranties for equipment put into service.
- c. Tools, spare parts and maintenance materials.
- d. A list of Construction Contractor, Vendors, and Materialmen of every tier providing services, equipment, and/or materials in connection with the Project in a formal, adequately bound, catalogued form, including the names, addresses, telephone numbers and fax numbers of such persons, and shall further include notices as to where pertinent persons can and may be reached for emergency service, including nights, weekends, and holidays.
- e. Final payment consultation and advice.
- f. Change order documentation review, consultation and advice.
- g. Warranty item consultation and advice.
- h. Guarantees consultation and advice.
- j. Filing of as-built documents.
- k. Oversee and coordinate training, demonstrations and commissioning. Consultant shall review the Contractor's checkout of utilities, operational systems, and equipment or readiness and assist in their initial start-up and testing.
- l. Consultant shall also forward all of its documents and plans to the District upon completion of the Project and ensure all such plans and documents are well organized for any appropriate audit or review of the Project. All documents, daily logs, and any other written work product generated by Consultant shall be deemed the sole and exclusive property of District.

Provide advice to District on apparent deficiencies in construction during all warranty periods following acceptance of Project.

3. DESIGNATED REPRESENTATIVE:

District shall have the right to approve the designated representative of Consultant. Wayne Sjolund shall be the designated representative of Consultant who shall personally provide all services as set forth in this Agreement unless otherwise agreed to by prior written agreement. Should Wayne Sjolund be unable at any time to perform the duties described herein, District shall have the right to approve a new designated representative of Consultant or to terminate this Agreement. District reserves the right to require that any designated representative or representatives of Consultant who proves not to be satisfactory to the District shall be removed upon written notice from the District.

4. PROJECT MANAGER:

District designated Lori Rubenstein as the Construction Manager authorized to act in District's behalf with respect to the Project. Construction Manager shall examine documents and other writings submitted by Consultant and shall render decisions pertaining thereto promptly to avoid unreasonable delays in the progress of Consultant's services.

5. DISTRICT RESPONSIBILITY:

Notwithstanding anything contained herein and to the contrary, it is understood and agreed that District is responsible for:

- a. The District shall provide information regarding the requirements of the Project, including its objectives, constraints and criteria, including space requirements and relationships, flexibility and expendability requirements, special equipment and systems and site requirements.
- b. The District shall provide a budget for the Project, based on consultation with the Architect, which shall include contingencies for bidding, changes during construction and other costs that are the responsibility of the District.
- c. The District shall retain Architect whose services, duties and responsibilities are described in the "Contract for Architectural/Engineering Services, between the District and Architect.
- d. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Contractor's Contract, the District shall give prompt written notice thereof to Consultant.
- e. The District shall make timely payments for all invoices that have been approved by the District, Architect and Consultant.
- f. The District shall furnish structural, mechanical, electrical, and other laboratory tests, inspections and reports as required by law or the Contractor's contract.

6. PLACE OF WORK:

It is understood that Consultant services shall be rendered largely at the construction site located at 6879 14th Ave, Sacramento, California and the District offices located at 425 1st Avenue and 5735 47th Avenue, Sacramento, California, but the Consultant will, on request, provide services at such other places as designated by the District.

7. TIME DEVOTED TO WORK:

Consultant shall perform services described in Article 2 above, as expeditiously as is consistent with reasonable skill and care and the orderly progress of the Project, and to avoid any additional costs to District.

In the performance of Consultant's services, the services and the hours the Consultant is to work, on any given day, will be within Consultant's control and District will rely upon Consultant to put in such number of hours as is reasonably necessary to fulfill the spirit and purpose of this Agreement. Generally, the Parties anticipate Consultant will provide services between 7:30 a.m. and 4:30 p.m., unless otherwise coordinated with the Project Manager, 5 days per week until the project is completed. It is understood and agreed that the estimated total number of hours required by Consultant to complete the required services, shall be approximately 160 hours per month, excluding travel time. If additional hours are required in order to complete the Project, such hours may be authorized but only upon prior written agreement of the Parties.

8. PAYMENT:

District shall pay Consultant the total not to exceed One Hundred Seventy Four Thousand, Seventy One and 28/100 Dollars (\$174,071.28) payable in monthly installments based on the number of hours worked provided Consultant shall have submitted a prior monthly report of time spent on the Project to the District. It is understood and agreed that Consultant's hours may vary from month to month but on average will total approximately 160 hours per month, except upon prior written agreement by the Parties.

District shall pay Consultant in accordance with its usual and customary accounts payable practices and payment cycles. In addition, Consultant shall be reimbursed for all pre-approved, in writing, travel and out-of-pocket expenses incurred on behalf of District while away from Consultant's principle place of business, as defined in Article 6 of this Agreement.

District will reimburse Consultant for all reasonable costs ("Reimbursable Costs") not otherwise anticipated under this Agreement that are necessarily incurred by Consultant in the proper performance of its services under this Agreement. Any Reimbursable Costs shall be subject to the District's prior written approval. Payment of allowable Reimbursable Costs shall be made within thirty (30) days upon receipt and approval of Consultant's invoice(s).

9. TRANSPORTATION:

For transportation by automobile out of the Sacramento area, Consultant shall be reimbursed at the rate of \$.55 per mile.

10. TERM:

The initial term of this Agreement shall commence on March 1, 2015 and shall continue until the Project is completed. It is understood services as provided herein will generally begin one month prior to the start of construction and end, except as otherwise stated herein, 60 days after acceptance by the District of the Project as reflected in the recording of the Notice of Completion. This Agreement may be extended upon mutual agreement of the Parties.

11. TERMINATION:

District may unilaterally terminate this Agreement for any reason, in its absolute discretion, by giving Consultant seven (7) days written notice of termination. This Agreement may also be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform their duties under this Agreement. In the event of early termination, the Consultant shall be compensated for all services satisfactorily performed to the termination date and any services pre-authorized by District in writing to wind up Consultant's services; provided however, District shall not be liable to pay more than the total

amount of the Agreement. Upon receipt of a notice of termination, Consultant shall promptly discontinue all services affected, unless the notice directs otherwise.

Upon termination of this Agreement as provided herein, Consultant shall promptly provide and deliver to District all files, notes, writings, documents, and other materials in Consultant's possession or under Consultant's control related to the services Consultant has performed on behalf of the District regarding the Project.

12. RELATIONSHIP BETWEEN THE PARTIES:

The Parties agree and intend that the relationship between them, created by this Agreement, is that of independent contractor. Consultant is not an employee of District, or of Architect, and is not entitled to the benefits provided by the District to its employees including, but not limited to, group insurance and pensions plans.

In providing the services contemplated by this Agreement, the Consultant shall, on behalf of the District, maintain a professional working relationship with the District, Contractor, and the Architect. The Consultant shall furnish all services in accordance with the standards of the industry for similar public works projects in the State of California and in accordance with all applicable Federal, State and local laws. Nothing contained in this Agreement shall be deemed to create any contractual relationship between the Consultant and the Architect or the Contractor or subcontractors or material suppliers for the Project, nor shall anything contained in this Agreement be deemed to give any third party any claim or right of action against the District, the Architect or the Consultant. Consultant will be liable and solely responsible for paying all required taxes and workers' compensation and other obligations, including, but not limited to, federal and state income taxes and social security taxes. Consultant agrees to indemnify, defend and hold the District harmless from any liability which Consultant may incur to the Federal or State governments as a consequence of this Agreement. All payments to the Consultant shall be reported to the Internal Revenue Service.

13. INDEMNIFICATION:

Consultant shall defend, indemnify and hold the District, its board members, officers, agents and employees harmless from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages and attorney's fees and costs, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of Consultant or its agents, employees or subcontractors under this Agreement. Consultant shall reimburse the District for any expenditure the District may make by reason of the matters that are the subject of this indemnification, and if requested by the District, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of Consultant. It is understood and agreed that such indemnification will survive the termination of this Agreement.

14. INSURANCE:

Prior to commencement of and during all times that Consultant is providing services pursuant to this Agreement, Consultant shall, at its sole expense, maintain in full force and effect:

1. Commercial general liability insurance coverage for bodily injury, property damage, and personal injury, with policy limits of not less than \$1,000,000 per occurrence and a general aggregate limit of not less than \$2,000,000. Consultant will also provide a written

endorsement to such policy naming District and its officers, employees, and agents 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 such insurance is not kept in force as required herein, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Consultant to the District, or District may deduct the premium from any monies owing to Consultant under this Agreement.

2. Automobile insurance covering claims for damages because of bodily injury or death of any person, or property damage arising out of the ownership, maintenance and/or use of any motor vehicle, with a combined single limit of not less than \$1,000,000 per accident.
3. Errors and omissions insurance covering the services furnished by Consultant pursuant to this Agreement, providing for coverage on per occurrence basis for a minimum of One Million Dollars (\$1,000,000.00). The insurance policy shall not contain a provision providing for any deductible greater than Fifty Thousand Dollars (\$50,000.00). If Construction Manager's errors and omissions insurance is in a claims made form, said insurance shall be carried and continued by Consultant for a period of three (3) years following the date the Notice of Completion is recorded for the Project.
4. Insurance covering claims under worker's compensation, disability benefits and other similar employee benefit acts that are applicable to the work being performed under this Agreement.

Consultant shall provide written evidence of the above insurance coverage in the form of a certificate of insurance to the District prior to commencement of any work under this Agreement. At the District's request, Consultant shall provide a certified copy of each insurance policy.

Insurance industry's standard Accord Certificate of Insurance or binder forms shall bear an endorsement precluding the cancellation or reduction of coverage of any policy covered by such Certificate or binder before the expiration of thirty (30) days after the District shall have received notification of such cancellation, suspension, reduction, or voided coverage.

16. FINGERPRINTING REQUIREMENTS:

Education Code Section 45125.1 states that if employees of any contractor providing school site administrative or similar services may have any contact with any pupils, those employees shall be fingerprinted by the Department of Justice (DOJ) before entering to determine that they have not been convicted of a serious or violent felony. If the District determines that more than limited contact with students will occur during the performance of these services by Contractor, Contractor will not perform services until all employees providing services have been fingerprinted by the DOJ and DOJ fingerprinting clearance certification has been provided to District.

District has determined that Contractor's (Consultant) services will result in limited contact with pupils. Contractor is required to comply with the conditions listed in Exhibit A, Contractor's certification of compliance with District fingerprinting and security requirements. If Contractor is unwilling to comply, Contractor's employees may not enter any

school site until Contractor provides certification of fingerprinting clearance by the DOJ for employees providing services. These requirements apply to self-employed contractors.

17. WORK STANDARDS:

The conduct and control of the work to be performed by Consultant, under the Agreement, shall lie solely with the Consultant. Consultant shall perform services for the District in accordance with currently approved methods and ethical standards applicable to its professional capacity. Consultant shall be free to practice its profession, for others, during those periods when it is not performing work, under this Agreement, for the District.

18. FURNISHING OF MATERIALS AND EQUIPMENT:

All materials and equipment needed by Consultant to carry out the work to be performed by Consultant, under this Agreement, shall be furnished by Consultant, at its expense, except that District shall be responsible for those items as set forth in Article 5 above.

19. CALLBACKS:

It is understood and agreed that Consultant shall not be responsible for callbacks or other concerns related to implied or expressed workmanship or product liability more than 60 days after Project acceptance by District except as otherwise set forth herein. Notwithstanding anything contained herein to the contrary, Consultant shall be fully responsible for performance of the terms and conditions of this Agreement.

20. RIGHT OF EMPLOYER TO SUPERVISE AND INSPECT:

Consultant, as an independent contractor, shall have the authority to control and direct the performance of the work done under this Agreement. However, the work shall be subject to the District's general right of inspection and supervision including the right of inspection and supervision through District's Project manager and independent inspector to secure the satisfactory completion thereof in accordance with project plans and specifications.

21. LIMITATION ON DELEGATION OF PERSONAL SERVICES BY CONSULTANT:

The work and services provided herein shall be performed by those principals, officers and employees of Consultant mutually agreed to by District in writing.

22. CONFLICT OF INTEREST:

The Consultant shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest.

Consultant shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Consultant shall not hire any employee of the United States government to perform any service covered by this Agreement.

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

23. WRITTEN NOTICE:

All communications regarding this Agreement shall be sent to Consultant at 133 Riverside Ave, Roseville, CA 95678 unless notified to the contrary and to District at Contracts Office, 5735 47th Avenue, Sacramento, 95824 unless notified to the contrary.

Any written notice hereunder shall become effective as of the date of personal service or mailing by registered or certified or overnight mail and shall be deemed sufficiently given if delivered or sent to the addressee at the address stated in this Agreement or such other address as may hereafter be specified by notice in writing.

24. GOVERNING LAW:

This Agreement shall be governed by the laws of the State of California and venue shall be appropriate in the appropriate Superior Court in Sacramento County, California. Consultant shall perform all services hereunder in accordance with all applicable governmental laws, rules and regulations.

25. OTHER PROVISIONS OF LAW:

Each and every provision of law and clause required by law to be inserted shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

26. APPROVAL OR RATIFICATION BY BOARD OF EDUCATION:

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted, in compliance with the provisions of Education Code section 17604, SCUSD Board Regulation BP-3312 and SCUSD Board Resolution 2427.

27. SUCCESSORS AND ASSIGNS. The District and the Consultant, respectively, bind themselves, their successors, assigns, and legal representatives to the other party to this Agreement, and to the partners, successors, assigns, and legal representatives of such other party with respect to all terms of this Agreement. Consultant shall not assign or transfer any interest in this Agreement without the written consent of District.

28. SEVERABILITY. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

29. AMENDMENTS. This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by both parties.

30. EXECUTION BY FACSIMILE OR IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

31. INTERPRETATION. The language of all parts of this Agreement shall, in all cases, be construed as a whole, according to its fair meaning, and not strictly for or against either party.

32. **ENTIRE AGREEMENT.** This Agreement constitutes the entire Agreement between the parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by written instruction signed by both the District and Consultant.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

PREMIER MANAGEMENT GROUP

By: _____
Gerardo Castillo, CPA
Chief Business Officer

By: _____
Wayne Sjolund
President

Date

Date

EXHIBIT A

CONTRACTOR CERTIFICATION

Fingerprinting: Education Code section 45125.1 provides that any contractor providing school site administrative or similar services to a school district must certify that its employees providing that service who may come into contact with pupils have not been convicted of a serious or violent felony as defined by law. Those employees must be fingerprinted and the Department of Justice must report to the Contractor if they have been convicted of such felonies. No person convicted may be assigned to work under the contract. The school district may determine, under the totality of circumstances including (1) the length of time the employees will be on school grounds, (2) whether pupils will be in proximity of the site where the employees will be working and (3) whether the contractors will be working alone or with others, that the employees will have only limited contact with pupils and neither fingerprinting nor certification is required.

The District has determined that section 45125.1 is applicable to this contract. The District has also determined that the employees assigned to work at a school site under this contract will have only limited contact with pupils, provided the following conditions are met at all times:

1. Contractor employees shall not come into contact with pupils or work in the proximity of pupils at any time except under the direct supervision of school district employees.
2. Contractor employees shall use only restroom facilities reserved for District employees and shall not use student restrooms at any time.
3. Contractor will inform all of its employees who perform work at any school or District site of these conditions and require its employees, as a condition of employment, to adhere to them.
4. Contractor will immediately report to District any apparent violation of these conditions.
5. Contractor shall assume responsibility for enforcement of these conditions at all times during the term of this Agreement.

If, for any reason, Contractor cannot adhere to the conditions stated above, Contractor shall immediately so inform the District and assign only those employees who have been fingerprinted and cleared for employment by the Department of Justice. In that case, Contractor shall provide to the District the names of all employees assigned to perform work under this Agreement. Compliance with these conditions, or with the fingerprinting requirements, is a condition of this Agreement, and the District reserves the right to suspend or terminate the Agreement at any time for noncompliance.

Wayne Sjolund, President

Date



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1b

Meeting Date: May 21, 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 May 21, 2015
2. Classified Personnel Transactions Dated May 21, 2015

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Attachment 1: CERTIFICATED 05/21/2015

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LEAVES							
LOPEZ	NANCY	A	Teacher Elementary	EDWARD KEMBLE ELEMENTARY	3/28/2015	4/17/2015	LOA EXT UNPD PA3/28-4/17/15
ALLOWAY	ROBERT	A	Counselor High School	HIRAM W. JOHNSON HIGH SCHOOL	4/14/2015	6/30/2015	LOA RTN PD FMLA 4/14/15
LOPEZ	NANCY	A	Teacher Elementary	EDWARD KEMBLE ELEMENTARY	4/18/2015	6/30/2015	LOA RTN UNPD PA 4/18/15
MERCER	ALICE	A	Teacher Elementary	HUBERT H BANCROFT ELEMENTARY	4/21/2015	6/30/2015	LOA RTN UNPD FMLA 4/21/15
MERCER	ALICE	A	Teacher Elementary	HUBERT H BANCROFT ELEMENTARY	4/10/2015	4/20/2015	LOA UNPD FMLA 4/10-4/20/15
BAKER	TIMOTHY	A	Teacher Elementary	THEODORE JUDAH ELEMENTARY	4/27/2015	6/30/2015	RTN FR PD LOA HE 4/27/15
SEP/RESIGN/RETIRE							
BATY	ROY	A	Teacher High School	WEST CAMPUS	7/1/2014	6/30/2015	RETIRED RV 6/12/15
VICK	LINDA	A	Counselor Middle School	CALIFORNIA MIDDLE SCHOOL	3/5/2015	6/30/2015	RETIRED RV 6/30/15
JOHNSON	LINDA	A	Teacher K-8	LEONARDO da VINCI ELEMENTARY	7/1/2014	6/30/2015	SEP/RETIRE 6/30/15

Attachment 2: CLASSIFIED 05/21/2015

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/RE-EMPLOY							
ALVAREZ	JOSE	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
BALDERAS	VERONICA	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
COLLINS	PORSHA	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
JIMENEZ	EMILY	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
KNIGHT	STEVEN	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
LEWIS-ECKFORD	BRANDY	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
LUTTRELL	TAMI	B	Bus Driver	TRANSPORTATION SERVICES	4/29/2015	6/30/2015	EMPLOY .625 PROB1 4/29/15
GATEWOOD JR.	BRUCE	B	Customer Service Specia	HUMAN RESOURCE SERVICES	4/23/2015	6/30/2015	EMPLOY PROB 4/23/15
COLES	ISAAC	B	Campus Monitor	OAK RIDGE ELEMENTARY SCHOO	3/16/2015	6/30/2015	EMPLOY PROB 3/16/15
RIFFEL	JAMES	B	Inst Aid Comp Lab	EARL WARREN ELEMENTARY SC	4/15/2015	6/30/2015	EMPLOY PROB 4/15/15
DE VALLADARES	SEIDI	J	Clerk I	BG CHACON ACADEMY	4/6/2015	6/30/2015	EMPLOY STT 4/6/15-6/30/15
ROOTS	DONNA	B	School Office Manager II	LEONARDO da VINCI ELEMENTAR	3/9/2015	6/30/2015	REEMPL PROB 3/9/15
STATUS CHANGE							
AVITIA	ADRIANA	B	Fund Spec	BUDGET SERVICES	4/20/2015	6/30/2015	REA/STCHG/WVG CHG 4/20/15
SANCHEZ-ENRIQUEZ	MARIEL	A	Teacher Assistant Bilingu	ELDER CREEK ELEMENTARY SCI	7/1/2014	9/4/2014	STCHG .375 PERM 7/1/14
LOBESE	MARJEANNE	A	Office Tchncn III	PURCHASING SERVICES	4/13/2015	6/30/2015	STCHG/TR/WVG CHG 4/13/15
VANG	LYLE	A	Teacher Assistant Bilingu	ELDER CREEK ELEMENTARY SCI	7/1/2014	6/30/2015	STCHG TO .46875 7/1/14
BOLDS	STACEY	P	School Office Manager I	LONG TERM LEAVES	4/24/2015	6/30/2015	STCH PERM LTA A/TR 4/24-6/30/15
LEAVES							
AYALA	ELIZABETH	A	Campus Monitor	JOHN F. KENNEDY HIGH SCHOOL	3/23/2015	4/6/2015	LOA EXT PD FMLA 3/23-4/6/15
HENG	VEASNA	B	Custodian	JOHN H. STILL - K-8	4/23/2015	4/24/2015	LOA EXT PD FMLA 4/23-4/24/15
McGLOTHIN	ELMON	A	Bus Driver	TRANSPORTATION SERVICES	4/15/2015	5/31/2015	LOA PD FMLA 4/15-5/31/15
AYALA	ELIZABETH	A	Campus Monitor	JOHN F. KENNEDY HIGH SCHOOL	4/7/2015	6/23/2015	LOA PD HE 4/7-6/23/15
HENG	VEASNA	B	Custodian	JOHN H. STILL - K-8	4/25/2015	6/30/2015	RET FR PD FMLA LOA 4/25/15
SEP/RESIGN/RETIRE							
ROSAS-WILLET	ARACELI	A	Teacher Assistant Bilingu	ELDER CREEK ELEMENTARY SCI	7/1/2014	1/30/2015	SEP/RESIGN "NG" 1/30/15
XIONG	JENNY	A	Teacher Assistant Bilingu	WOODBINE ELEMENTARY SCHOO	11/1/2014	5/1/2015	SEP/RESIGNED PL 5/1/15
JOHNSON	CYNTHIA	A	Bus Driver	TRANSPORTATION SERVICES	3/10/2015	3/31/2015	SEP/RETIRE 3/31/15
PINA	ROSA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMI	7/1/2014	6/30/2015	SEP/RETIRE 6/12/15



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1c

Meeting Date: May 21, 2015

Subject: Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of April 2015

- ☐ 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: Approve attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of April 2015 are available for the Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Warrants, Checks and Electronic Transfers – April 2015

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Amari Watkins, Director, Accounting Services

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
April 2015

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount by Fund</u>	<u>Total by Account</u>
County Accounts Payable Warrants for Operating Expenses	97-316151 - 97-317404	General (01)	\$ 11,848,690.72	
		Charter (09)	\$ 98,637.25	
		Adult Education (11)	\$ 69,805.84	
		Child Development (12)	\$ 35,822.14	
		Cafeteria (13)	\$ 1,289,892.08	
		Deferred Maintenance (14)	\$ 7,150.00	
		Building (21)	\$ 1,444,700.11	
		Developer Fees (25)	\$ 2,609.46	
		Mello Roos Capital Proj (49)	\$ 107,242.20	
		Self Insurance (67/68)	\$ 762,124.55	
		Retiree Benefits (71)	\$ 125,343.80	
		Payroll Revolving (76)	\$ 3,383.91	
				<u>\$ 15,795,402.06</u>
Alternate Cash Revolving Checks for Emergency Accounts Payable and Payroll	00000562 - 00000581	General (01)	\$ 355.00	
		Building (21)	\$ 733.95	
		Self Insurance (67/68)	\$ 1,523.50	
		Retiree Benefits (71)	\$ 450.96	
		Payroll Revolving (76)	\$ 9,578.52	
				<u>\$ 12,641.93</u>
Payroll and Payroll Vendor Warrants	97780927 - 97782172	General (01)	\$ 986,074.05	
		Charter (09)	\$ 41,631.33	
		Adult Education (11)	\$ 15,598.94	
		Child Development (12)	\$ 80,869.79	
		Cafeteria (13)	\$ 104,654.52	
		Building (21)	\$ 2,242.53	
		Payroll Revolving (76)	\$ 2,323,124.03	
				<u>\$ 3,554,195.19</u>
Payroll ACH Direct Deposit	ACH-00895272 - ACH-00901049	General (01)	\$ 12,147,954.63	
		Charter (09)	\$ 450,120.67	
		Adult Education (11)	\$ 182,624.60	
		Child Development (12)	\$ 610,175.92	
		Cafeteria (13)	\$ 324,371.69	
		Building (21)	\$ 77,159.63	
		Self Insurance (67/68)	\$ 15,514.98	
				<u>\$ 13,807,922.12</u>
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700348053 - 9700348065	Self Insurance (67/68)	\$ 16,773.54	
		Retiree Benefits (71)	\$ 2,222,166.25	
		Payroll Revolving (76)	\$ 7,810,288.98	
				<u>\$ 10,049,228.77</u>
Total Warrants, Checks, and Electronic Transfers				<u>\$ 43,219,390.07</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1d

Meeting Date: May 21, 2015

Subject: Approve Local Education Agency (LEA) Revised Plan, 2015

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

Department: Academic Office/State and Federal Programs

Recommendation: Approve the 2015 Revised Local Education Agency (LEA) Plan

Background/Rationale: In order to meet legislative requirements for specific federal programs and funding, districts in the State of California are required to submit a Local Educational Agency (LEA) Plan. The Sacramento City Unified School District (SCUSD) LEA Plan includes specific descriptions of how Title I, Title II and Title III funds are utilized in accordance with the requirements of No Child Left Behind (NCLB). In essence, the LEA Plan describes the actions that ensure that we meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services (SES), services to homeless students, and others as required. The district will continuously revise and update the plan and budget to reflect current practice.

Financial Considerations The SCUSD's 2015 Revised LEA Plan describes actions and services totaling \$59,132,511 in Title I, Title II, Title III and other funding sources.

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

Documents Attached:

1. 2015 Revised LEA Plan

Estimated Time of Presentation: N/A

Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer, and
Lisa Hayes, Director, State and Federal Programs

Approved by: José L Banda, Superintendent

(CDE use only)
Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **June 30, 2015**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

County/District Code: SACRAMENTO/3467439

Dates of Plan Duration (should be up to three years): 2015-2019

Date of Local Governing Board Approval: _____

District Superintendent: JOSÉ L. BANDA

Address: 5735-47TH AVENUE

City: SACRAMENTO

State: CA

Zip: 95824

Phone: (916) 643-9000

Fax: (916) 643-9480

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 141 – 150. Signatures are required on page 151.

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds
- Enhanced parental choice for parents of children from disadvantaged backgrounds, and
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-06, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and

federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services and services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, CAASPP, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>

- California Assessment of Student Performance and Progress (CAASPP) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment ToolsWeb page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets?

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
X	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology Title III, Limited English Proficient		Educational Equity Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
X	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	21 st Century Community Learning Centers		High Priority Schools Grant:
	Other (describe):	X	LCFF Supplemental & Concentration
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
3010, 3017 Title I, Part A	1,695,938	19,207,899	17,768,261	85%
3105 Title I, Part B, Even Start	0	0	0	0.00%
3060 Title I, Part C, Migrant Education	0	0	0	0
3025, 3026 Title I, Part D, Neglected/Delinquent	407,843	9,322	354,590	85%
4035 Title II Part A, Subpart 2, Improving Teacher Quality	1,254,368	4,298,641	5,368,649	97%
4045, 4047 Title II, Part D, Enhancing Education Through Technology	16,052	439,947	440,860	97%
4203 Title III, Limited English Proficient	1,051,947	1,258,848	2,264,579	98%
4201 Title III, Immigrants	23,868	0	22,675	95%
3710 Title IV, Part A, Safe and Drug-free Schools and Communities	3,704	0	3,581	97%
4110 Title V, Part A, Innovative Programs – Parental Choice	-	0	0	0
3905, 3913, 3926 Adult Education	0	1,304,195	0	0
3550 Career Technical Education	0	474,419	458,668	97%
5630, 5635 McKinney-Vento Homeless Education	21,960	0	21,231	97%
3310, 3313, 3315, 3319, 3320, 3385 IDEA, Special Education	3,635,308	10,480,516	13,647,179	97%
4124 21 st Century Community Learning Centers	59,615	1,500,000	1,507,836	97%
Total	\$8,170,603	\$38,973,787	\$41,858,109	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
7090 EIA – State Compensatory Education	0	0	0	0%
7091 EIA – Limited English Proficient	0	0	0	0%
State Migrant Education	0	0	0	0
0054 (7395) School and Library Improvement Block Grant	0	0	0	0%
F12 R6105 Child Development Programs	0	5,586,270	5,400,806	97%
Educational Equity	0	0	0	0
0036 (7140) Gifted and Talented Education	0	0	0	0%
6660 Tobacco Use Prevention Education – (Prop. 99)	0	1,009,098	975,596	97%
High Priority Schools Grant Program (HPSG)	0	0	0	0%
0031 (6405) School Safety and Violence Prevention Act (AB 1113)	0	0	0	0%
Tenth Grade Counseling	0	0	0	0
6240 Healthy Start	0	0	0	0%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
0007/0009 LCFF Supplemental & Concentration		10,898,000	10,898,000	100%
TOTAL	0	17,493,368	17,274,402	

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, Data Quest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, CAASPP, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions

and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.**

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

Sacramento City Unified School District

Vision

At Sacramento City Unified School District, we strive to be a place where children come first – where a child’s best interest is at the heart of every decision we make.

We strive to be a district where all teachers are effectively trained, supported by their peers and armed with data on each child’s progress. We are committed to developing curriculum that is meaningful and compelling. We want each child to learn to think, solve problems, work well with others, master essential standards and communicate.

When students graduate, our goal is for them to leave us well-prepared to choose a college or career path that is right for them. We will engage important allies in the community - families, colleges, businesses and nonprofit partners - in our cause and be ready to benefit from their collective wisdom.

Within our organization, we will embrace new principles for a new economy – innovation, excellence and creativity.

This is the Sacramento City Unified School District we envision. To get there, we have established three foundational pillars that intertwine to support a holistic approach to education. These pillars both anchor our decisions and propel us forward as we accelerate our rate of change to keep pace with a rapidly changing world. These pillars, Career- and College- Ready Students, Family and Community Engagement and Organizational Transformation, represent our commitment to our students.

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.

Strategic Plan: *Putting Children First*

Sacramento City Unified School District (SCUSD) continues to implement a strategic plan which serves as a roadmap to achieving the commitments to our community outlined in both our mission statement and in our vision narrative. The intention is to continue to unify the district in a collaborative call to action: becoming a world-class educational organization.

Pillar I: Career and College Ready Students

- A.** Provide students with a relevant, rigorous and well-rounded education that includes 21st Century career exploration, visual and performing arts and meets four-year college and university requirements.
- B.** Create professional development opportunities that are practical and have high impact on student learning.
- C.** Develop rigorous, holistic assessments to measure ongoing student progress.

Pillar II: Family and Community Engagement

- A.** Develop meaningful opportunities that will empower parents to participate in their children's education.
- B.** Ensure that every school will become an integral hub of community life to provide open space and access to resources.
- C.** Increase strategic partnerships that expose students to career pathways through internships and service learning.

Pillar III: Organizational Transformation

- A.** Create a "no-excuses" culture that is focused on results and continuous improvement.
- B.** Recruit, train, retain and support a motivated, capable and diverse workforce.
- C.** Focus every department, team and individual in the organization to support teaching and learning.

The District

Sacramento City Unified School District (SCUSD) is the 10th largest school district in California and one of the 100 largest in the United States, serving 43,175 students on 75 campuses in the urban core of California's capital. Established in 1854, SCUSD serves a richly diverse population – from students who live in leafy, established neighborhoods to those in federal housing projects. Our schools, too, are diverse in offering unique educational experiences for students and families. SCUSD operates 42 elementary schools; nine K-8 schools; seven middle schools; 12 high schools; three multiple grade schools; and two adult schools.

SCUSD boasts two 2010 California Distinguished Schools, one 2010 National Blue Ribbon School and two 2010 Title I Academic Achievement Award schools. Additionally, Sutter Middle School is a 2011 California Distinguished School.

Sixty-three percent of SCUSD students qualify for the federal free or reduced-price lunch program. SCUSD's cafeterias serve more than 50,000 meals a day, including free breakfast for every student on every campus.

Diversity index studies show that Sacramento ranks second in overall ethnic diversity among cities with populations of more than 400,000 – and ranks as the most diverse in terms of ethnic groups being spread out geographically.

Our student population reflects this diversity. SCUSD is 38% Hispanic or Latino; 17% Asian; 17% African American; 19% white; 5% two or more races; 2% Pacific Islander; 1% American Indian; and 1% Filipino. Residents within SCUSD speak more than 40 languages; 35% of students do not speak English at home.

SCUSD serves approximately 2,500 preschool-aged children. All of the children enrolled in our preschool programs meet low-income guidelines based on state and federal income eligibility requirements. Currently, 61 Head Start preschool classrooms are located at 41 of the district's school sites that qualify for Title I funding.

To address the unique needs of students, SCUSD implements the following programs:

Preschool is provided to approximately 2,500 preschool-aged children in SCUSD. All of the children enrolled in our preschool programs meet low-income guidelines based on state and federal income eligibility requirements. Currently, 61 Head Start preschool classrooms are located at 41 of the district's school sites that qualify for Title I funding.

Our **Head Start** classrooms serve a diverse student population. Depending on location, between 4% and 91% of preschool children are English language learners. Native languages include Spanish, Hmong, Cantonese, Lao, Thai, Arabic, Armenian, Marshallese, and Vietnamese. Children with special needs are provided with priority enrollment opportunities.

Early Kinder is the first year of a two-year kindergarten experience for children turning age 5 from September 2nd through December 2nd. The classes are taught by a credentialed teacher with a developmentally appropriate curriculum, which promotes a strong foundation and prerequisite skills needed for student success in kindergarten. Early Kinder is an optional program that gives children an additional year of preparation so they enter kindergarten with stronger academic, social and emotional skills needed for future success in school. Currently 163 students are enrolled in the Early Kinder Program at seven regional school sites in SCUSD.

Adult Education provides educational opportunities and services to address the unique needs of individuals and communities by providing adult students with the knowledge and skills necessary to participate effectively as citizens, workers, parents, and family members.

Adult Education Services are provided in the following program areas:

- Adult Basic Education
- High School Equivalency (HiSET)
- English as a Second Language (ESL)
- Citizenship
- Adults with Disabilities
- Career Technical Education Programs with High Employment Potential

A variety of parent stakeholder groups were queried and the following positive trends emerged:

- The District and schools have a parent involvement policy that directly impacts their involvement as a parent on district level advisory committees and activities
- District and schools' implementation of the parent involvement policy affects my child's participation in school
- Students with disabilities have access to the core
- The District uses a variety of strategies to communicate with parents
- College Readiness Classes for parents are available
- Common Core State Standards have been more fully implemented.
- Some schools sponsor Career Days and College Awareness
- Schools are promoting positive life skills program such as *Second Step*
- School have provided good parent outreach and engagement, including use of automated calling, Parent Advisors, monthly parent meetings, and welcoming volunteers
- Instructional aides assist students in accessing Common Core State Standards instruction.
- Counselors are effective in helping students to stay on track for graduation.
- There are effective school site Parent Resource Centers
- Gender equity practices are employed in Career Technical Education classes
- Parent Teacher Academic Teams are resulting in powerful learnings where implemented.

The following areas of improvement were identified:

- Schools need to have high expectations for all students
- Schools need to provide students with well-developed curricula and instructional strategies, including differentiation to meet the needs of all students
- Schools need to provide appropriate academic supports to students who are struggling
- There is a need for more counselors in the high schools
- High schools need to provide more general preparedness for college; more of a college-going culture at all campuses.
- Schools need more afterschool programs providing academic intervention
- Schools need to provide more summer program opportunities.
- More information is needed for parents about pre-Kindergarten programs
- More parent education classes are needed to inform parents about instruction, drug prevention and leadership opportunities.

Sacramento City Unified School District continues in its third year of Program Improvement Local Educational Agency (LEA). In 2013, the district met 25 of 50 Adequate Yearly Progress (AYP) criteria, including the participation rate. However, the district met the graduation rate target LEA –wide and for all subgroups for 2013. The number of schools not meeting the AYP targets continues to increase. The district did not meet the Academic Performance Index (API) growth target in 2013, an additional indicator for AYP.

In 2013, 27% of the schools in the district met their school-wide API target. Fifteen percent of schools had API growth but did not meet their growth targets and 65% of schools had a score that either remained the same or declined. .

Approximately 11% of SCUSD students participate in a full continuum of Special Education programs; 64% of these students have Speech/Language Impairments or Specific Learning Disabilities.

Although the district has experienced incremental growth, the achievement gap persists. This is evident particularly among our African American and Economically Disadvantaged students. For example, Economically Disadvantaged students at Title I schools achieved at only slightly lower levels than all Title 1 students. Asian, White, and students of two or more races outperformed other groups. Fifty percent or more of these three groups scored at Proficient or Advanced. The African-American, American Indian or Alaska Native, Asian, Latino, Native Hawaiian or Pacific Islander did not meet the Annual Measurable Objectives (AMOs).

The 2013-14 student ethnic distribution is as follows:

Ethnicity	Percentage
Hispanic	38%
American Indian/Alaskan Native	1%
Asian	18%
Pacific Islander	3%
Filipino	2%
African American	18%
White	19%
Two or more races (multi-race)	1%

The 2013-14 student language distribution is as follows:

Top 10 Languages	Total Number of English Learner and Fluent English Proficient	Percentage
Spanish	9,123	19.4
Hmong	2,775	5.90%
Cantonese	1,228	2.61%
Vietnamese	630	1.34%
Russian	483	1.03%
Mien (Yao)	367	0.78%
Hindi	240	0.51%
Marshallese	191	0.39%
Lao	170	0.36%
Filipino	150	0.32%
Other non-English languages	983	0.59%

The Sacramento City Unified School District acknowledges and recognizes the unique and individual needs of the students. Specialized programs to meet the needs of the diverse student populations are offered, including the following programs:

- The district recognizes the skills of the future include the ability to communicate proficiently in multiple languages. Bilingual immersion and transitional programs are at several Spanish Immersion Programs are at Edward Kemble Elementary School, Cesar Chavez Elementary School and Bowling Green Charter Chacon Language and Science Academy. Our Transitional Bilingual Spanish Program is at Ethel Phillips Elementary School. The Chinese-Cantonese Immersion Programs at the Elder Creek Elementary School. Additionally, a Chinese

Mandarin immersion program is at William Land Elementary School, and a Hmong Immersion Program is at Susan B. Anthony Elementary School.

- Luther Burbank High School offers the International Baccalaureate (IB) Diploma Program, the Advanced Diploma, and IB Honors Certificates. Highly motivated students may apply for the IB Diploma Program. Additionally, Caleb Greenwood Elementary and Kit Carson 7-9 School provide school wide IB programs.
- All high schools, both small and comprehensive, offer Advanced Placement.
- Linked Learning is our preferred approach for high school reform. This model connects learning in the classroom with real-world applications outside of school. It integrates rigorous academic instruction with a demanding technical curriculum and work-based learning. The pathways are set in the context of one of California's 15 major industry sectors.
- The District offers dual enrollment options to high school students at each high school. Dual enrollment is a successful acceleration mechanism that allows students to pursue an advanced curriculum relevant to their individual postsecondary interests. According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of high school graduation. There is also evidence that dual enrollment increases academic performance and post-secondary educational attainment.
- To prepare for the college and career opportunities in the 21st Century, the students of SCUSD are provided access to a variety of instructional technologies. Teachers and administrators receive professional development in using the most up-to-date technology tools such as interactive white boards, wireless slates, tablets, and other hand-held technology.
- The District's middle schools offer music courses that integrate literacy through collaborations with ELA teachers. Through this integrated model, students read a range of complex texts, write for various purposes and audiences, and strengthen their oral language development.

The seven Superintendent's Priority schools serve as places of innovation to address persistent under-performance and the achievement gap. These schools are meant to be learning laboratories, early implementers of district initiatives and inform scalability of practice across the district..

Parent Involvement and Engagement

Sacramento City Unified School District (SCUSD) is committed to providing quality programs and activities that meaningfully engage parents in all facets of their children's education and strengthen school-family partnerships for student learning. The district fulfills this commitment by assuring that all district offices and school sites understand and implement the requirements for parent involvement as stipulated under Title I, Section 1118. To this end, all district schools are required to provide an annual parent involvement policy and school compact that has been developed in partnership with parents.

To support school sites with their parent engagement, the district has made family and community involvement a top priority. Family Engagement is one of three pillars of the District's strategic plan under the direction of an Area Associate Superintendent. This cabinet level position oversees district efforts to engage families and communities to make our schools the hub of their community.

Supports offered by the Family and Community Engagement Dept. include:

- Parent Leadership Pathway (Three-tiered parent workshop series: Emerging Parent Partners; Learning Parent Partners and Developing Parent Leaders).
- Individual/one-time training topics to school sites.
- PRC Collaborative - provides monthly professional development training to district and school-site outreach staff, as well as, parent leaders.
- Supports to Parent Advisory Council, School Site Councils, etc.
- Supports to school sites on parent engagement strategies and implementation.
- Support to all SCUSD department parent engagement activities.
- District Parent Resource Center (developed and implemented with parents 56 school site Parent Resource Centers which provide workshops for parents, referral resources and a meeting space for school parent groups.)
- Parent Information Exchange (a monthly presentation luncheon that brings parents together with district staff and community based partners.)
- Public Education Volunteer (PEV) training (train and support parents and community members to act as outreach ambassadors on District initiatives and programs with the purpose of accessing authentic community voice.
- Volunteer Office

Local Measures of Student Performance

(Other than State-level assessments)

The Sacramento City Unified School District (SCUSD) will continue to implement a consistent process for periodically measuring student progress toward achieving student academic achievement standards. One of the most powerful tools in driving instruction is a balanced assessment framework which includes benchmark and interim assessments. The benchmark/interim assessments assess ELA and mathematics standards of a particular grade given at strategic points throughout the year.. These assessments allow teachers to make informed instructional decisions to improve student achievement, they define essential standards to be taught in upcoming units-of-study and provide the opportunity for teachers to reflect on their own instruction and practice to get better results.

The benchmark/interim assessment data coupled with other student performance evidence, inform teachers and staff about the student learning progress. Through the data inquiry at the schools using a collaborative inquiry process, the teachers and staff plan what instructional adaptations need to be taken to promote further learning.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.*

Planned Improvement in Student Performance in Reading

The district has established the following performance goals in reading as measured by the CAASPP and CAHSEE assessments for school years, 2014-15 and 2015-16:

Assessment	2014-2015	2015-2016
CAASPP-ELA	<ul style="list-style-type: none"> Establish a baseline of the percentage of students scoring at or above proficiency. Establish a baseline of the percentage of students in each subgroup scoring at or above proficiency. 	<ul style="list-style-type: none"> Increase the overall percentage of students scoring at or above proficiency by at least 3%. Increase the overall percentage of students in each subgroup scoring at or above proficiency by at least 3%.
CAHSEE	<ul style="list-style-type: none"> Increase the overall percentage of students scoring at or above proficient by at least 10% (2013-14 performance measure is 77%). Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. (EL 41%, Hispanic 73%, African American 63%, Economically Disadvantaged 73%, Special Education 25%) 	<ul style="list-style-type: none"> Exceed the 2014-15 performance of students scoring at or above proficient by at least 10%. Exceed the 2014-15 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

The strategic plan outlines clear strategic objectives, which form the basis of the work at the central office, sites and classrooms. In the area of English Language Arts, the following objectives support performance:

- Develop Common Core State Standards (CCSS)-aligned instruction and curriculum in language arts that captures student interest, incorporates an appreciation of diversity, and motivates and challenges each child - regardless of ability level - to higher achievement.
- Develop clear expectations about what students need to know and master at every grade level.
- Develop instruction and curriculum that connects student learning to the real world of work.
- Invest in professional learning for teachers, support staff, and administrators that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
- Build teachers' and administrators' capacity to use the formative assessment process to inform teaching and learning.
- Build teachers' and administrators' capacity to develop school/family partnerships that focus on student learning.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>English Language Arts Instructional Guides (Curriculum Maps, and Courses of Study)</p> <ul style="list-style-type: none"> Utilize state-adopted ELA curriculum resources Augment textbooks with CCSS-aligned supplemental instructional materials Revise ELA grade-specific curriculum maps and courses of study <p>District Formative Assessment Process</p> <ul style="list-style-type: none"> Use the formative assessment process to inform teaching and learning Embed sample assessment tasks within the grade-specific curriculum maps and courses of study Examine student work to inform teaching and learning Develop and implement CCSS-aligned district ELA Interim Assessments. Administration is mandated three times per year for all students in grade 1-12, with an optional fourth administration <p>Arts and Literacy Integration</p> <ul style="list-style-type: none"> Integrate the CCSS for Literacy in Technical Subjects within the Arts Engage students in reading a variety of complex texts, including visual texts Respond orally and in writing to various Art forms Develop integrated lessons and units of study <p>Professional Learning</p> <ul style="list-style-type: none"> Provide opportunities for teachers to collaboratively analyze ELA interim assessment results, curriculum embedded assessment results, and student work to inform instruction and determine professional learning 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Area Assistant Superintendents Assistant Superintendent of Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE ELA Coordinator Technology Coordinator Science Coordinator Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) Site Administrators Teachers Support Staff Parents 	<ul style="list-style-type: none"> ELA Training Specialists Fine Arts Training Specialist Textbooks/Supplemental Materials Interim Assessments Duplication Services Music Teachers (5) 	<p>\$4,139,276</p>	<ul style="list-style-type: none"> General Funds - LCFF Title I Title III

<ul style="list-style-type: none"> focus Build capacity of administrators and teachers in the formative assessment process to identify learner-centered problems and problems of practice in order to continuously improve student learning Provide professional learning on integrating literacy and the Arts <p>Instructional Support Team</p> <ul style="list-style-type: none"> Assign ELA/ELD Training Specialists to schools to provide targeted, on-going, job-embedded professional learning focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis Provide assistance with the implementation of CCSS-ELA by engaging in collaborative planning, modeling lessons, co-teaching, observing lesson delivery, and providing constructive feedback and support 	<p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Reading/Language Arts Instructional Materials Utilize state-adopted English Language Arts textbooks and supplemental materials that best meet needs of our diverse learners.</p> <ul style="list-style-type: none"> Creative Curriculum Publishing, <i>Creative Curriculum</i>, SRA McGraw Hill, <i>Open Court Reading</i>, 2002 (Grades PreK-6) Holt, <i>Literature and Language Arts</i>, 2003 (Grades 7-8) <i>Holt Literature and Language</i>, 2003 (Grades 9-12) <p>English Language Development Instructional Materials</p> <ul style="list-style-type: none"> ELD: Moving Into English 2004 (Grades K-3) Hampton Brown, <i>Avenues</i> (Grades 4-6) Hampton Brown, <i>High Point</i>, (Grades 7-8) Heinle & Heinle, <i>Visions</i>, 2003 Grades 9-12) 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign 	<ul style="list-style-type: none"> Instructional Materials Duplication Services 	<p>\$4,139,276</p>	<ul style="list-style-type: none"> General Funds - LCFF Title I Title III IDEA

<p>Standards Aligned Supplemental Materials</p> <ul style="list-style-type: none"> • Pearson, <i>Core Ready</i>, 2014 (Grades K-6) • California State University, <i>Expository Reading and Writing Curriculum</i>, DATE (Grades 7-12) • Houghton Mifflin Harcourt, <i>Write Source</i>, 2012 (Grades 9-10) • Norton, <i>Reading the World</i>, 2010 (Grades 11-12) • Continue to support teachers in providing students with a balanced instructional curriculum focusing on conceptual understanding, increased independence, and metacognition <p>Research-Based Instructional Strategies</p> <ul style="list-style-type: none"> • Utilize research-based instructional strategies to ensure that all students including EL and SWD have access to a rigorous standards aligned core instructional program. These include: <ul style="list-style-type: none"> a. Literacy instruction focused on the five foundational reading skills (phonemic awareness, phonics, comprehension, vocabulary, and fluency) b. Close analytical reading c. Academic language d. Writing process e. Discussion and oral interaction protocols f. Culturally and Linguistically Responsive Teaching g. Higher-order thinking (revised Bloom's Taxonomy, Webb's Depth of Knowledge) h. Differentiated instruction i. Universal Design for Learning (UDL) j. Research-based SDAIE strategies k. Summarizing and note-taking l. Checking for understanding strategies m. Direct and explicit strategy instruction including teacher modeling and opportunities for guided and independent practice n. Technology Integration 	<ul style="list-style-type: none"> • Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Offer all students who are not making adequate yearly progress based on achievement of grade level content standards including EL and SWD, opportunities for extended learning such as: <ul style="list-style-type: none"> a. After-school classes b. Saturday classes c. Summer school d. Supplemental Educational Services (SES) • Support schools that offer interventions before school, after school, on Saturdays, and during the instructional day • Identify appropriate standards-based curricular materials, including but not limited to, those from the state-adopted intervention material, as well as on-line technology resources 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of St • Director of State and Federal • Coordinator of State and Federal Multilingual Literacy • Director of Special Education • Director of Student Support and Health Services • Director of Youth Development Support Services • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and 	<ul style="list-style-type: none"> • Extended Learning Programs • Teacher Per Diem/Stipend • Materials • Facilities 	<p>\$1,034,819</p>	<ul style="list-style-type: none"> • General Funds – LCFF • Title I • IDEA • After-School
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	<p>Fine Arts Training Specialists)</p> <ul style="list-style-type: none"> • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Continue to provide access to technology for students, teachers, and administrators through media such as: <ul style="list-style-type: none"> a. Hardware: Document cameras, interactive white boards, wireless slates, netbooks, handheld technologies, class response systems, and mobile labs b. Curriculum and Assessment Software: i.e. <i>iReady</i>, <i>BURST</i>, <i>Read 180</i>, on-line credit recovery and acceleration opportunities (<i>AVENTA</i>) c. Web 2.0 Tools: educational technology libraries that accompany recently adopted curriculum materials, SBAC Digital Library, wikis, EDMODO, of Expertise, Cisco, Google App's for Educators (GAPE), etc. d. Student Information System: Infinite Campus e. Student Assessment System • Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise wikis, and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessment tools, etc. • District-wide use of student assessment system to access ELA data • Provide on-going support focused on technology integration within ELA curriculum 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Information Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Site Administrators • Teachers 	<ul style="list-style-type: none"> • Hardware • Professional Learning • Software • Technical Support • Salaries • On-line Service Contracts 	\$413,928	<ul style="list-style-type: none"> • General Funds - LCFF • Title I • Title II

<ul style="list-style-type: none"> • Provide support to school sites to maintain technology infrastructure 	<ul style="list-style-type: none"> • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Address professional learning and collaboration of PreK-12 teachers, support staff, and administrators through:</p> <ul style="list-style-type: none"> • CCSS-ELA: utilize a site-based leadership team to build capacity of teachers and support staff to implement the standards • Instructional Approaches: support teachers' use of instructional approaches such as Interactive Reading, Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study to increase student ELA achievement • Lesson Design: use a backward design approach focusing on intentional instruction to teach for understanding (standards, instructional strategies assessment, rigor, and relevance) • Formative Assessment Process: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices • ELA/ELD and Fine Arts training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support • Support Strategies: <ul style="list-style-type: none"> ○ Differentiate Instruction to support students with various learning needs including EL, 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff 	<ul style="list-style-type: none"> • Presenters • Materials • Facilities • Teacher Per Diem/Stipend • Duplicating Services • Substitute Teachers 	\$2,483,565	<ul style="list-style-type: none"> • General Funds - LCFF • Title I • Title II • Title III • IDEA

<p>SWD, and other underperforming students</p> <ul style="list-style-type: none"> ○ Implement EL strategies to support content acquisition via integration <p>Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning</p>	<ul style="list-style-type: none"> • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Involvement Strategies</p> <ul style="list-style-type: none"> • Involve parents and community through local and school-site activity: School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Teacher Association (PTA); GATE Advisory Committee, Policy Council, Indian Education Committee • Review reading/ELA assessment results and provide input on the development of the Single Plan for Student Achievement (SPSA) to improve performance • Provide each parent/guardian with his/her child's individual CAASPP ELA results with an explanation of how to interpret them • Continue to provide strategies and materials to the sites to support parent understanding of state standards • Conduct parent/teacher conferences at the K-6 level to discuss progress towards mastering the ELA CCSS • Host Back-To-School nights to inform parents about the ELA instructional materials • Translate school communication to parents when a school student population exceeds 15% of a given language • Provide communication to parents regarding the ELA program via <i>eConnection</i> school newsletters, family literacy workshops, parent conferences, other district 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of 	<ul style="list-style-type: none"> • Salaries • Duplicating Services • Interpreting and Translation 	\$413,928	<ul style="list-style-type: none"> • General Funds – LCFF • Title I • Title III • Head Start

<p>and school correspondence, and through community-based organizations</p> <ul style="list-style-type: none"> • Conduct home visits using the district adopted home visit procedures • Offer parent workshops via the Parent Leadership Academy 	<ul style="list-style-type: none"> • Parent Engagement Coordinator of GATE • ELA Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Pre-school/Kindergarten transition will be supported by:</p> <ul style="list-style-type: none"> • Site-provided parent information packets supporting transition to kindergarten • “Summer Camp” (a summer transition program for entering kindergarten students that develops language and reading readiness skills) • Site-provide orientations for incoming students and parents <p>Secondary school auxiliary services:</p> <ul style="list-style-type: none"> • High schools, adult schools, and community colleges provide credit recovery and remediation classes for students who have not yet passed the CAHSEE with support for up to two years beyond the graduation date <p>Additional K-12 auxiliary services for parents:</p> <ul style="list-style-type: none"> • Parent Teacher Home Visits • Orientation sessions for incoming students • School visits • Open house nights • Information on website (i.e. School Transition FAQ’s, 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High 	<ul style="list-style-type: none"> • Duplicating Services • Materials • Teacher Per Diem/Stipend • Salaries 	<p>\$1,034,819</p>	<ul style="list-style-type: none"> • General Funds - LCFF • Title I • Head Start

	<p>School ReDesign</p> <ul style="list-style-type: none"> • Director of Integrated Support Services • Director of Youth Development • Coordinator of Parent Engagement • Coordinator of GATE • ELA Coordinator • Science Coordinator • Site Administrators • Teachers • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Monitor the content (alignment to standards, cognitive demand, and relevance), instructional delivery (alignment of instructional components, organization, and pacing), and learning (differentiation, interventions, and assessments) to determine program effectiveness and implications for curriculum, instruction, assessment and professional learning through the following strategies: <ul style="list-style-type: none"> a. Utilize curriculum-embedded assessments to inform instruction and monitor learning related to student mastery of the ELA CCSS b. Use interim assessment data to monitor learning related to student mastery of ELA CCSS c. Analyze student work samples to monitor student learning and growth in ELA d. Utilize CELDT/ELPAC scores to monitor EL' progress toward English language proficiency e. Review student progress towards mastery of IEP goals to monitor learning of SWD 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High 	<ul style="list-style-type: none"> • Purchasing, Duplication and Printing Distribution • Student Assessment System • Professional Learning • Release Time • Teacher Per Diem/Stipend 	\$413,928	<ul style="list-style-type: none"> • General Funds – LCFF • Title I • Title II

<p>f. Use CAASPP data and API results to monitor programs and site and district progress in ELA</p> <ul style="list-style-type: none"> Strengthen program effectiveness through the implementation of the following strategies: <ol style="list-style-type: none"> Utilize observational tools to provide coaching and support Provide focused feedback 	<p>School ReDesign</p> <ul style="list-style-type: none"> Director of State and Federal Programs Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) Site Administrators Teachers Support Staff Parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Continue to provide services and programs targeted to lowest performing students through the following strategies:</p> <ul style="list-style-type: none"> Provide intensive ELA interventions, based on diagnostic testing results, CAASPP results, and CELDT/ELPAC results, as needed before, during, and after school Provide district-level instructional coaching support to identified schools with the lowest performing student groups Provide summer school for SWD who are not making adequate progress towards meeting their IEP goals Provide students at the lowest performing schools who 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Area Assistant Superintendents Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy 	<ul style="list-style-type: none"> Supplemental Instructional Materials Professional Learning Teacher Per Diem/Stipend 	<p>\$5,174,095</p>	<ul style="list-style-type: none"> General Funds – LCFF Title I Title III IDEA After School

<p>are not making adequate progress opportunities for summer school to prevent summer learning loss</p> <ul style="list-style-type: none"> Partner with outside organizations to provide tutoring and literacy enrichment for students identified as not making adequate progress towards meeting the ELA CCSS Target lowest performing students to attend after school Supplemental Educational Service (SES) programs in ELA <p>Provide professional learning for afterschool program staff on meeting the needs of low performing students including EL, SWD, and struggling students</p>	<ul style="list-style-type: none"> Director of Special Education Director of High School ReDesign Director of Integrated Support Services Director of Youth Development Director of State and Federal Programs Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Site Administrators Teachers Support Staff Parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> Curriculum & Instruction in conjunction with Special Education Department provides support for implementation of ELA CCSS curriculum to Special Day and Resource Specialist classes Linked Learning approach used to provide: robust academic course work, authentic work-based learning experiences, and wrap-around supports The Gifted and Talented Program provides services for identified students in the following: <ul style="list-style-type: none"> a. Grades 2-8: Gifted and Talented Education (GATE) support such as the cluster model, centers, 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Area Assistant Superintendents Assistant Superintendent Equity Director of Child Development 	<ul style="list-style-type: none"> Supplemental Instructional Materials Professional Learning GATE Program Services Teacher Per Diem/Stipend 	\$1,448,747	<ul style="list-style-type: none"> General Funds – LCFF Title I IDEA

<p>differentiated instruction, and after-school programs for all students who are not served in full day programs</p> <p>b. Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools</p> <p>c. International Baccalaureate (IB) program (Luther Burbank High, Kit Carson, and Caleb Greenwood Elementary)</p> <p>d. AP Fee-Reduction Support (all high schools)</p> <p>e. Professional learning for teachers through a Professional Sequence Certificate including:</p> <ul style="list-style-type: none"> • Differentiation Principles • Question Strategies to Differentiate Instruction • Management Techniques • Activities and Prompts • Diverse Gifted Learners (e.g. LD, EL) • Underachievement in Gifted Youth • Creativity and Problem Solving • The Dual Exceptional Child • Program Design and Administration <p>f. Supports rendered to dually identified (SWD and GATE) students using the services of a psychologist specializing in diagnosis of learning disabilities, anger, behavior, depression, etc. that affect gifted children</p> <ul style="list-style-type: none"> • Social Emotional Learning integrated within the ELA curriculum and instruction • Positive Behavioral Intervention and Support (PBIS) focused on developing school-wide structures and systems to create a school culture that supports student learning and success 	<ul style="list-style-type: none"> • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of State and Federal Programs • Coordinator of GATE • ELA Coordinator • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.*

Planned Improvement in Student Performance in Mathematics

The district has established the following performance goals in mathematics as measured by the CAASPP and CAHSEE assessments for school years, 2014-15 and 2015-16:

Assessment	2014-2015	2015-2016
CAASPP-Math	<ul style="list-style-type: none"> Establish a baseline of the percentage of students scoring at or above proficiency. Establish a baseline of the percentage of students in each subgroup scoring at or above proficiency. 	<ul style="list-style-type: none"> Increase the overall percentage of students scoring at or above proficiency by at least 3%. Increase the overall percentage of students in each subgroup scoring at or above proficiency by at least 3%.
CAHSEE	<ul style="list-style-type: none"> Increase the overall percentage of students scoring at or above proficient by at least 10% (2013-14 performance measure is 80%). Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. (EL 59%, Hispanic 75%, African American 63%, Economically Disadvantaged 77%, Special Education 31%) 	<ul style="list-style-type: none"> Exceed the 2014-15 performance of students scoring at or above proficient by at least 10%. Exceed the 2014-15 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

The strategic plan outlines clear strategic objectives, which form the basis of the work at the central office, sites and classrooms. In the area of mathematics, the following objectives support performance:

- Develop Common Core State Standards (CCSS)-aligned instruction and curriculum in mathematics that captures student interest, incorporates an appreciation of diversity, and motivates and challenges each child - regardless of ability level - to higher achievement.
- Develop clear expectations about what students need to know and master at every grade level.
- Develop instruction and curriculum that connects student learning to the real world of work.
- Invest in professional learning for teachers, support staff, and administrators that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
- Build teachers' and administrators' capacity to use the formative assessment process to inform teaching and learning.
- Build teachers' and administrators' capacity to develop school/family partnerships that focus on student learning.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Mathematics Instructional Guides (Curriculum Maps, and Courses of Study)</p> <ul style="list-style-type: none"> Utilize state-adopted math curriculum resources Augment textbooks with CCSS-aligned supplemental instructional materials Revise math grade-specific curriculum maps and courses of study <p>District Formative Assessment Process</p> <ul style="list-style-type: none"> Use the formative assessment process to inform teaching and learning Embed sample assessment tasks within the grade-specific curriculum maps and courses of study Examine student work to inform teaching and learning Develop and implement CCSS-aligned district math Interim Assessments. Administration is mandated three times per year for all students in grades 1-12, with an optional fourth administration <p>Professional Learning</p> <ul style="list-style-type: none"> Provide opportunities for teachers to collaboratively analyze math interim assessment results, curriculum embedded assessment results, and student work to inform instruction and determine professional learning focus Build capacity of administrators and teachers in the formative assessment process to identify learner-centered problems and problems of practice in order to continuously improve student learning <p>Instructional Support Team</p> <ul style="list-style-type: none"> Assign math Training Specialists to schools to provide targeted, on-going, job-embedded professional learning focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Area Assistant Superintendents Assistant Superintendent of Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE Math Project Lead/Coordinator Technology Coordinator Instructional Support Team (Math Training Specialists) Site Administrators Teachers Support Staff Parents 	<ul style="list-style-type: none"> Math Training Specialists Textbooks/Supplemental Materials Interim Assessments Duplication Services 	<p>\$5,321,926</p>	<ul style="list-style-type: none"> General Funds – LCFF Title I Title III

<ul style="list-style-type: none"> • Provide assistance with the implementation of CCSS-math by engaging in collaborative planning, modeling lessons, co-teaching, observing lesson delivery, and providing constructive feedback and support 	Timeline <ul style="list-style-type: none"> • Ongoing 			
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Standards-based Mathematics Curriculum Resources</p> <ul style="list-style-type: none"> • Adopt a standards-based curriculum in mathematics for grades Preschool -12: <ul style="list-style-type: none"> ▪ Preschool <ul style="list-style-type: none"> ○ Berkeley Math Project, UC Berkeley ○ Big Book Math – Abrams Learning Trends ▪ Gr. K-6 <ul style="list-style-type: none"> ○ EnVision Mathematics – Pearson, 2015 ▪ Gr. 7-8 <ul style="list-style-type: none"> ○ Big Ideas Mathematics – Houghton Mifflin Harcourt, 2015 ▪ Gr. 9-12 <ul style="list-style-type: none"> ○ Integrated Mathematics – Walch, 2012 ○ Algebra and Trigonometry, Structure and Method, Bk 2, McDougal Littell, 2000 ○ Algebra 2, McDougal Littell, 2001 ○ Algebra 2 (California Edition) Pearson Prentice Hall, 2004 ○ PreCalculus with Unit Circle Trigonometry, 4th Ed., Thomson Brooks/Cole, 2006 ○ Algebra and Trigonometry with Analytic Geometry, 9th Ed. Brooks Cole, 1997 ○ Calculus: Graphical, Numerical, Algebraic, 3rd Ed. (AP Edition), Pearson Prentice Hall, 2007 ○ Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole, 2010 	Persons Involved <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators 	<ul style="list-style-type: none"> • Instructional Materials • Duplication Services 	\$4,434,938	<ul style="list-style-type: none"> • General Funds – LCFF • Title I • Title III • IDEA

<p>Standards-aligned Supplemental Materials</p> <ul style="list-style-type: none"> Continue to support teachers in providing students with a balanced instructional curriculum focusing on conceptual understanding and problem solving <p>Research-based Instructional Strategies</p> <ul style="list-style-type: none"> Utilize research-based instructional strategies to ensure that EL, SWD, and low-performing students have access to a rigorous instructional program that prepares them to meet state standards at proficient or advanced levels, including: <ul style="list-style-type: none"> Academic language Discussion and oral interaction protocols Culturally and Linguistically Responsive Teaching (CLRT) Higher-order Thinking Skills (Revised Bloom's Taxonomy, Webb's Depth of Knowledge) Manipulatives Differentiated instruction Universal Design for Learning (UDL) Research-based SDAIE strategies Checking for understanding strategies Technology Integration Student-work protocols Cooperative learning Graphic organizers 	<ul style="list-style-type: none"> Teachers Support Staff Parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Offer all students who are not making adequate yearly progress based on achievement of grade level content standards including EL and SWD, opportunities for extended learning such as: <ol style="list-style-type: none"> After-school classes Saturday classes Summer school Remediation classes Supplemental Educational Services (SES) Support schools that offer interventions before school, 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Area Assistant Superintendents Assistant Superintendent of 	<ul style="list-style-type: none"> Extended Learning Programs Materials Facilities Teacher Per Diem/Stipend 	<p>\$1,596,578</p>	<ul style="list-style-type: none"> General Funds – LCFF Title I IDEA After-School

<p>after school, on Saturdays, and during the instructional day</p> <p>f. Identify appropriate standards-based curricular materials, including but not limited to, those from the state-adopted intervention material, as well as on-line technology resources</p>	<p>Equity</p> <ul style="list-style-type: none"> • Director of Child Development • Director State and Federal Programs • Coordinator of State and Federal Programs • Director of Multilingual Literacy • Director of Special Education • Director of Student Support and Health Services • Director of Youth Development Support Services • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> Continue to provide access to technology for students, teachers, and administrators through media such as: <ul style="list-style-type: none"> g. Hardware: Document cameras, interactive white boards, wireless slates, netbooks, handheld technologies, class response systems, and mobile labs h. Curriculum and Assessment Software: i.e. <i>iReady</i>, <i>ST Math</i> and iPASS on-line credit recovery and acceleration opportunities (<i>AVENTA</i>) i. Web 2.0 Tools: educational technology libraries that accompany recently adopted curriculum materials, SBAC Digital Library, wikis, EDMODO, Brokers of Expertise, Cisco, Google App's for Educators (GAPE), etc. j. Student Information System: Infinite Campus k. Student Assessment System Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise wikis, and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessment tools, etc. District-wide use of student assessment system to access math data Provide on-going support focused on technology integration within math curriculum Provide support to school sites to maintain technology infrastructure 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Chief Information Officer Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Equity Director of Child Development Director of State and Federal Programs Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE Math Project Lead/Coordinator Technology Coordinator Site Administrators Teachers Support Staff Parents 	<ul style="list-style-type: none"> Hardware Professional Learning Software Technical Support Salaries On-line Service Contracts 	<p>\$354,795</p>	<ul style="list-style-type: none"> General Funds - LCFF Title I Title II
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	Timeline <ul style="list-style-type: none"> • Ongoing 			
5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional Learning Research indicates that professional learning is the linchpin to continuous school improvement. The following supports professional learning and collaboration: <ul style="list-style-type: none"> ○ K-8 Math Teacher Leader Collaborative – Select teachers building a community of practice that serves as a resource at their respective schools and across the district by engaging in collaborative learning and functioning as demonstration classroom sites ○ School Site Math Leadership Teams – a cadre of teacher leaders engaging in quarterly professional learning sessions focusing on the math CCSS content standards, Standards for Mathematical Practice, and instructional shifts toward developing students' mathematical thinking and build conceptual understanding ○ Lesson Design – intentional instruction designed to teach for understanding using a backward-design approach: standards, instructional strategies, assessment, rigor, and relevance ○ Formative Assessment Process: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices ○ Mathematics training specialists facilitate 	Persons Involved <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators 	<ul style="list-style-type: none"> • Presenters • Materials • Facilities • Teacher Per Diem/Stipend • Duplicating • Substitute Teachers 	\$3,547,951	<ul style="list-style-type: none"> • General Funds - LCFF • Title I • Title II • Title III • IDEA

<p>targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support</p> <ul style="list-style-type: none"> ○ Support Strategies: <ul style="list-style-type: none"> ○ Differentiate Instruction to support students with various learning needs including EL, SWD, and other underperforming students ○ Implement EL strategies to support content acquisition via integration ○ Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning 	<ul style="list-style-type: none"> • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Involvement Strategies</p> <ul style="list-style-type: none"> • Involve parents and community through local and school-site activity: School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Teacher Association (PTA); GATE Advisory Committee, Policy Council, Indian Education Committee • Review math assessment results and provide input on the development of the Single Plan for Student Achievement (SPSA) to improve performance • Provide each parent/guardian with his/her child's individual CAASPP math results with an explanation of how to interpret them • Continue to provide strategies and materials to the sites to support parent understanding of state 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education 	<ul style="list-style-type: none"> • Salaries • Duplicating Services • Interpreting & Translating 	<p>\$354,795</p>	<ul style="list-style-type: none"> • General Funds –LCFF • Title I • Title III • Head Start

standards <ul style="list-style-type: none"> • Conduct parent/teacher conferences at the K-6 level to discuss progress towards mastering the math CCSS • Host Back-To-School nights to inform parents about the math instructional materials • Translate school communication to parents when a school student population exceeds 15% of a given language • Provide communication to parents regarding the math program via <i>eConnection</i> school newsletters, family literacy workshops, parent conferences, other district and school correspondence, and through community-based organizations • Conduct home visits using the district adopted home visit procedures • Offer parent workshops via the Parent Leadership Academy 	<ul style="list-style-type: none"> • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of Parent Engagement • Coordinator of GATE • Math Project Lead/Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary Services</p> <ul style="list-style-type: none"> • Conduct orientation meetings for students matriculating from one grade band to the next (Pre-school, K-6, 7-8, 9-12) • Provide parent information packets and activities for transition to kindergarten 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction 	<ul style="list-style-type: none"> • Duplicating Services • Salaries • Teacher Per Diem/Stipend • Materials 	\$886,988	<ul style="list-style-type: none"> • General Funds - LCFF • Title I • Head Start

<ul style="list-style-type: none"> • Provide parent workshops via the Parent Leadership Academy, such as: <ul style="list-style-type: none"> ○ Homework Assistance ○ Standards-based Report Cards ○ Grade Level Math Content Standards ○ State and Local District Assessments ○ Parent-Teacher Conferences • Provide credit recovery and remediation classes for students who have not yet passed the CAHSEE with support for up to two years beyond the graduation date • Continue to implement the parent-teacher home visit program; orientation sessions for incoming students, school visits, open house nights, and share information via the website 	<ul style="list-style-type: none"> • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Coordinator of Parent Engagement • Coordinator of GATE • Math Project Lead/Coordinator • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> Monitor the content (alignment to standards, cognitive demand, and relevance), instructional delivery (alignment of instructional components, organization, and pacing), and learning (differentiation, interventions, and assessments) to determine program effectiveness and implications for curriculum, instruction, assessment and professional learning through the following strategies: <ul style="list-style-type: none"> Utilize curriculum-embedded assessments to inform instruction and monitor learning related to student mastery of the math CCSS Use interim assessment data to monitor learning related to student mastery of math CCSS Analyze student work samples to monitor student learning and growth in math Utilize CELDT/ELPAC scores to monitor EL' progress toward English language proficiency Review student progress towards mastery of IEP goals to monitor learning of SWD Use CAASPP data and API results to monitor programs and site and district progress in math Strengthen program effectiveness through the implementation of the following strategies: <ul style="list-style-type: none"> Utilize observational tools to provide coaching and support Provide focused feedback 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum and Instruction Area Assistant Superintendents Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Director of State and Federal Programs Coordinator of GATE Math Project Lead/Coordinator Coordinator of Instructional Technology Instructional Support Team (Math Training Specialists) Site Administrators Teachers Support Staff 	<ul style="list-style-type: none"> Purchasing, Duplication, and Printing Student Assessment System Professional Learning Release Time Teacher Per Diem/Stipend 	<p>\$354,795</p>	<ul style="list-style-type: none"> General Funds - LCFF Title I Title II
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	<ul style="list-style-type: none"> • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Continue to provide services and programs targeted to lowest performing students through the following strategies:</p> <ul style="list-style-type: none"> • Provide intensive math interventions, based on diagnostic testing results, CAASPP results, and CELDT/ELPAC results, as needed before, during, and after school • Provide district-level instructional coaching support to identified schools with the lowest performing student groups • Provide summer school for SWD who are not making adequate progress towards meeting their IEP goals • Provide students at the lowest performing schools who are not making adequate progress opportunities for summer school to prevent summer learning loss • Partner with outside organizations to provide tutoring and literacy enrichment for students identified as not making adequate progress towards meeting the math CCSS • Target lowest performing students to attend after school Supplemental Educational Service (SES) programs in math <p>Provide professional learning for afterschool program staff on meeting the needs of low performing students including EL, SWD, and struggling students</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of State and Federal • Coordinator of GATE 	<ul style="list-style-type: none"> • Supplemental Instructional Materials • Professional Learning • Teacher Per Diem/Stipend 	\$886,988	<ul style="list-style-type: none"> • General Funds – LCFF • Title I • Title III • IDEA • After School

	<ul style="list-style-type: none"> • Math Project Lead/Coordinator • Coordinator of Instructional Technology • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>a. Any additional services tied to student academic needs:</p> <p>Additional Services</p> <ol style="list-style-type: none"> Allocate a minimum of 50-60 minutes for math instruction daily Provide additional time for students functioning below grade level Provide support for implementation of math CCSS curriculum to Special Day and Resource Specialist classes Use the Linked Learning approach to provide: robust academic course work, authentic work-based learning experiences, and wrap-around supports Provide services for GATE identified students in the following manner: Grades 2-8: GATE support such as the cluster model, centers, differentiated instruction, and after-school programs for all students who are not served in full day programs Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools International Baccalaureate (IB) program (Luther 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of State and Federal Programs • Coordinator of GATE 	<ul style="list-style-type: none"> • Supplemental Instructional Materials • Professional Learning • Teacher Per Diem/Stipend 		<ul style="list-style-type: none"> • General Funds – LCFF • Title I • IDEA

<p>Burbank High, Kit Carson, and Caleb Greenwood Elementary)</p> <p>i. AP Fee-Reduction Support (all high schools)</p> <p>j. Professional learning for teachers through a Professional Sequence Certificate including:</p> <ul style="list-style-type: none"> • Differentiation Principles • Question Strategies to Differentiate Instruction • Management Techniques • Activities and Prompts • Diverse Gifted Learners (e.g. LD, EL) • Underachievement in Gifted Youth • Creativity and Problem Solving • The Dual Exceptional Child • Program Design and Administration <p>Supports rendered to dually identified (SWD and GATE) students using the services of a psychologist specializing in diagnosis of learning disabilities, anger, behavior, depression, etc. that affect gifted children</p> <p>a. Integrate Social Emotional Learning (SEL) within the math curriculum and instruction</p> <p>b. Implement Positive Behavioral Intervention and Support (PBIS) focused on developing school-wide structures and systems to create a school culture that supports student learning and success</p>	<ul style="list-style-type: none"> • Math Project Lead/Coordinator • Site Administrators • Teachers • Support Staff • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>SCUSD implements the following programs and activities to service students identified as English Learners (EL) according to California law:</p> <ul style="list-style-type: none"> Structured English Immersion (SEI): K-12 EL students who are designated California English Language Development Test (CELDT) level 1-2 and level 3 with one or more subtests lower than a 3 receive daily instruction in ELD, and access core content subjects through Specially Designed Academic Instruction in English (SDAIE) instruction. ELD instruction is based on the ELD standards and focuses on listening, speaking, reading, and writing. Mainstream English Program: K-12 EL students who are designated CELDT level 3 with no subtests lower than a 3 and level 4-5 receive daily instruction in ELD. In K-6 this is delivered through an adopted ELD program, while in 7-12 this instruction occurs in mainstream classes through support materials of the core program. Core content instruction is based on state grade level standards and delivered utilizing SDAIE strategies. 	<p>Director, Multilingual Literacy</p> <p>School principals Classroom teachers</p>			LCFF Base (core instruction)

<p>In addition, the district has launched new efforts in professional learning and curriculum development so that the forms of ELD described in the CA ELA/ELD Framework, integrated and designated, are implemented in all classrooms. Most schools are currently using stand-alone ELD programs, e.g. Moving Into English, Avenues, and Visions, which are disconnected from core instruction. In order to improve instruction in ELD and in core subject areas, the use of these programs will be phased out in favor of integrated and designated ELD lessons that build into and from the core curriculum.</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <ul style="list-style-type: none"> • Provide training specialists to coach teacher instruction in ELD and teaching content areas to ELs. • Provide ongoing ELD professional learning opportunities within all district CCSS professional development, as well as exclusively focused ELD opportunities. • Provide bilingual teaching assistants at schools that need support with primary language instruction • Provide English learner summer school. • Provided supplemental materials to five dual immersion programs and one early exit bilingual program <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p>	<p>Director, Multilingual Literacy</p> <p>Training Specialists (split funded Title I and III)</p> <p>Bilingual Teaching Assistants</p> <p>Principals and Custodians</p> <p>Teachers Instructional materials</p>	<p>\$69, 602 \$69, 602</p> <p>\$562,234</p> <p></p> <p>\$50,000</p> <p></p>	<p></p> <p>\$634, 726</p> <p>\$102,014</p> <p></p> <p>\$49,500</p> <p>\$10,000</p>	<p>LCFF Title I</p> <p>Title I Title III</p> <p>Title III</p> <p>LCFF supplemental</p> <p>Title III</p> <p>Title III</p>
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<p>cycle assessments for ELs.</p> <ul style="list-style-type: none"> • Ensure that CAASP and CELDT are administered effectively and results distributed to school sites results. <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <ul style="list-style-type: none"> • Provide interpretation and translation for various onsite and district level parent participation events (e.g., DAC, SSC, DELAC, etc.) • Provide simultaneous translation devices for site and district department use • Encourage attendance and active participation at District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs) by offering childcare and working dinners. • Continue to offer Parent University as well as Parents as Partners workshops to support parents in becoming active in their child's school as well as district activities • Provide professional development to Site EL Representatives on successful parent involvement strategies • Offer parent workshops on topics selected through parent input • Matriculation and Orientation Center (MOC) staff will provide consultation in primary language for our top 6 language groups upon enrollment in SCUSD. This consultation will include: <ul style="list-style-type: none"> • Purpose of Home Language Survey • District EL services programs • Orientation to academic programs available within the district • Overview of available family services within and 	<p>School, Family, and Community Partnerships; Translators</p> <p>Translators for supplemental parent programs</p> <p>School, Family, and Community Partnerships; Translators</p>		<p>\$5000</p>	<p>LCFF base</p> <p>Title III</p> <p>LCFF Base</p>
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outside the district				
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c))</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects <ul style="list-style-type: none"> • Provide ELD instruction based on the CA CCSS and ELD standards. • Begin revising the SCUSD Master Plan to reflect the changes in instructional practices outlined in the CA ELA/ELD Framework (2014) • Support schools in developing a plan to provide ELD instruction in accordance with the CA ELA/ELD Framework, i.e. designated and integrated ELD that builds into and from core instruction. • Support teachers in assessing students' language needs. • Support teachers in determining the language demands of CCSS lessons in ELA and other core subjects. • Support teachers in designing and teaching ELD lessons that address student language needs and build into and from core instruction through ongoing, job-embedded professional learning • Provide principals with professional learning on the ELA/ELD framework and its vision of ELD instruction to inform their observation of classroom instruction and discussions with teachers. 	<p>Director, Multilingual Literacy</p> <p>Training Specialists</p> <p>School leadership teams</p>			

<ul style="list-style-type: none"> • Provide teachers and principals with tools and resources for instruction, curriculum, assessment and monitoring of EL programs. • Convene a group of stakeholders from secondary schools to determine the most effective, efficient means of implementing ELD standards and instructional practices as outlined in the CA ELA/ELD Framework <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 				
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<p>The focus of professional development for 2015-16 school year is the implementation of the CCSS in ELA/Literacy and the CA ELA/ELD framework.</p> <ul style="list-style-type: none"> District CCSS trainings in math and ELA (for school leadership teams consisting of 3-4 teachers and principals; Training Specialists); Focused on: <ul style="list-style-type: none"> Developing rich collaborative conversations Identifying language demands within the CCSS using inquiry into genre Designing lessons for close reading Creating language lessons based on the demands in core subjects instructional strategies for teaching ELD, with an emphasis on integrated ELD i3 grant with WestEd (school wide for two elementary schools; training specialists) develop, deliver and evaluate professional learning module and coaching designed to support two schools with the implementation of designated and integrated ELD as described in the CA ELA/ELD framework ELD Trailblazers (teacher teams from 11 schools) Integrated and designated ELD as outlined in the CA ELA/ELD Framework Teaching English Learners in Content Areas (for secondary teachers of history-social science, science, math, and other technical subjects) Content-specific professional learning based on the CCSS Literacy Standards Collaborative Planning Time (for school sites, on 	Director, Multilingual Literacy			
	Training Specialists			
	Director, Multilingual Literacy			
	Training Specialists			
	Principals			
	Teachers	Teacher stipend for additional grant work completed outside the contract day	\$42,000	Title III
		Classroom materials (supplemental)	\$8390	Title III
	Training Specialists			State Common Core funds

<p>request)</p> <ul style="list-style-type: none"> • Content mirrors district trainings; Training specialists support school leadership teams to provide professional learning opportunities to teachers who are not participants in any of the aforementioned district professional development • Instructional Coaching (all schools) Training specialists provide instructional coaching to all schools to support the implementation of the district focus on CA ELA/ELD framework • Academic Team Meetings (for all district leaders involved in instruction, e.g. special education, child development, youth development, GATE, ELA and Math leaders, training specialists, high school re-design, BTSA. Meetings will focus on how leaders can support schools in implementation of CCSS in ELA/Literacy and the CA ELA/ELD framework. 	<p>Training Specialists</p>			
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<p>7. Improve the English proficiency and academic achievement of LEP children. Yes or No? If yes, describe: No</p>				
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. Yes or No? If yes, describe: No</p>				
<p>9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. Yes or No? No</p>				
<p>10. Other activities consistent with Title III. Yes or No? If yes, describe: No</p>				
TOTAL 2015-16 Title III Funding				\$854,130

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; 	<p>SCUSD parents are annually informed of the requirements through the following:</p> <ol style="list-style-type: none"> a. Title III letter, score on initial CELDT test, and DELAC b. Title III letter, CELDT test, CELDT notification c. Title III letter, district handbook, ELACs, and DELAC d. Title III letter, district handbook, and ELACs e. Title III letter, district handbook, DELAC, and ELACs 				

<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA 	<p>f. Title III letter, district handbook, DELAC, and ELACs</p> <p>g. District IEP form and process</p> <p>h. Parental exception waiver and Title III letter</p> <ul style="list-style-type: none"> • All notices are provided in the primary language whenever 15% or more parents speak that language. • Notices are provided to parents no later than 30 days after the beginning of the school year. For students that enroll after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the SCUSD EL program. 				 <p>LCFF base (all activities)</p>
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<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>					
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>					

Performance Goal 3: <i>All students will be taught by highly qualified teachers.</i>

Summary of Needs and Strengths for Professional Learning

The district's Professional Learning Plan is based on National Staff Development Standards and is aligned to the objectives in the District Strategic Plan. All staff will thrive in an environment focused on learning and continuous improvement. Professional learning opportunities are aligned with best practices that have high impact on student learning.

The goal is for all schools to use formative assessments, utilize observational tools to provide coaching and support, and provide focused feedback to guide their improvement efforts and collaborative data inquiry process as vehicles for continuous improvement. These goals will be met in the following way and are intended to meet the Highly Qualified Teacher (HQT) requirements set forth in the No Child Left Behind Act of 2001:

1. Invest in professional learning for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
2. Provide training designed to address the domains of the formative assessments process.
3. Train principals and teachers to use data inquiry teams to connect student results to effective instructional practices.
4. All teachers and paraprofessionals will be highly qualified.

Performance Goal 3: <i>All students will be taught by highly qualified teachers.</i>

Planned Improvements for Professional Learning:

The district's Professional Learning Plan is based on National Staff Development Standards and is aligned to the objectives in the District strategic plan. The following objectives are specific to Performance Goal 3:

- Planned Improvement in Reading and Mathematics
 1. Invest in professional learning for teachers and principals that accelerates student learning by giving children ample opportunities to critically think, work with others, solve problems, struggle with difficult tasks and enjoy school.
 2. Train principals and teachers to use data inquiry methodology to connect student results to effective instructional practices.
 3. Sacramento City Unified School District participates in the teacher Induction Program and participating teachers are assigned a support provider for two years. Induction inquiries are completed three times over a two year program.
 4. Provide training on common assessments.
 5. Develop professional learning that builds a common understanding of exemplary student academic writing that can be used as a standard to evaluate student work.
- Continue to refine the comprehensive professional learning program for classified employees in support of the achievement of career aspirations.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • 97% of all SCUSD teachers have met all HQT requirements set forth in NCLB • 97% of teachers in SCUSD schools receiving Title I funds have met all HQT requirements • 99% of SCUSD K-12 paraprofessionals have met all “highly qualified” NCLB requirements • All new subs (including Pre-K are NCLB compliant). • Individualized plans in progress for the 3% of teachers working toward becoming highly qualified • Teachers becoming highly qualified are reimbursed by the district for Verification Process for Special Settings (VPSS) programs • SCUSD Human Resources and CDE have partnered in order to monitor and support teachers as they become highly qualified • Annually, teachers in the district participate in a variety of district and site sponsored professional development activities. These sessions reflect the spirit of both the <i>California Standards for the Teaching Profession</i> and the <i>K-12 Content Standards</i>. Many focus on the successful teaching of standards aligned curricula. • Beginning Teacher Support and Assessment (BTSA) Induction program provides support and builds capacity of beginning teachers using the <i>CA Standards for the Teaching Profession</i> framework. 	<ul style="list-style-type: none"> • 3% of teachers are currently becoming highly qualified • Miss-assignment of teachers of English Learners totals 3 teachers in SCUSD that have been notified of continuing ELL requirements and currently have a plan in place to obtain appropriate certification. • 1% of paraprofessionals are currently becoming highly qualified.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Professional development activities are aligned with the State's academic content standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • Staff development in the content areas focus on strategies for delivering the CCSS standards; • Staff development is planned to support the implementation of standards-aligned instructional materials; • Provide opportunities for teachers to collaboratively analyze ELA and math benchmark results, curriculum embedded assessments results, formative assessments and student work to inform instruction and determine professional development • Train administrators and teachers in the data inquiry process to identify learner-centered problems and problems of practice in order to construct action plans to improve student learning. • Assign ELA and math training specialist to high priority schools to provide targeted, ongoing, job embedded professional development focused on lesson design, content knowledge, research based instructional strategies, multiple assessment practices, and data analysis. • New teacher support programming focuses on the state teaching standards. All professional development is designed to support state standards, and respond to multiple measures of student achievement data. <p>a.) How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The Academic Office and collaborating departments will address professional learning and collaboration of PreK-12 teachers, support staff, and administrators:</p> <p>ELA:</p> <ul style="list-style-type: none"> • CCSS-English Language Arts (ELA): utilize a site-based leadership team to build capacity of teachers and support staff 		<ul style="list-style-type: none"> • Teacher per diem stipends • Training • Materials • Presenters Fees • Facilities • Software Purchase • Instructional Support Team (Subject Area Training Specialists) 	\$3,547,951	<ul style="list-style-type: none"> • General Fund • Title I • Title II • 21st Century • School Safety Consolidated Block Grant • Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated
			\$2,956,626	

<p>to implement the standards</p> <ul style="list-style-type: none"> • Instructional Approaches: support teachers' use of instructional approaches such as Interactive Reading, Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study to increase student ELA achievement • Lesson Design: use a backward design approach focusing on intentional instruction to teach for understanding (standards, instructional strategies assessment, rigor, and relevance) • Formative Assessment Process: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices • ELA/English Language Development (ELD) and Fine Arts training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support. • Support Strategies: <ul style="list-style-type: none"> • Differentiate Instruction to support students with various learning needs including English Learners (EL), Students with Disabilities (SWD), and other underperforming students • Implement EL strategies to support content acquisition via integration • Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning <p>Math:</p> <ul style="list-style-type: none"> • K-8 Math Teacher Leader Collaborative – Select teachers building a community of practice that serves as a resource at their respective schools and across the district by engaging in collaborative learning and functioning as demonstration classroom sites • School Site Math Leadership Teams – a cadre of teacher 				
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<p>leaders engaging in quarterly professional learning sessions focusing on the math CCSS content standards, Standards for Mathematical Practice, and instructional shifts toward developing students' mathematical thinking and build conceptual understanding</p> <ul style="list-style-type: none"> • Lesson Design – intentional instruction designed to teach for understanding using a backward-design approach: standards, instructional strategies, assessment, rigor, and relevance • Formative Assessment Process: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices • Mathematics training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support • Support Strategies: <ul style="list-style-type: none"> • Differentiate Instruction to support students with various learning needs including EL, SWD, and other underperforming students • Implement EL strategies to support content acquisition via integration • Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning. • The District follows the California Standards for the Teaching Profession (CSTP)—The Induction program requires weekly meetings with support providers and other participating teachers 				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a. Regular formative assessments and monitoring student progress will provide students equitable opportunities for completing their education toward graduation.</p> <p>b. Utilize research-based instructional strategies, multiple assessment practices, data analysis and activities for teachers of English Learners and Students with Disabilities will result in providing students with a rigorous standards aligned core education that better prepares them for a career or college.</p> <p>c. The use of interim assessment data to analyze multiple artifacts of student work and achievement data to identify professional learning needs around problems of practice.</p> <p>d. The use of CAASPP data and API results to monitor programs and site and district progress.</p> <p>e. Induction participants complete one Inquiry in year one and two Inquiries in year 2</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Coordinator of New Teacher Support (Induction) • Site Administrators • Teachers • Support Staff • Parents 	<ul style="list-style-type: none"> • Teacher per diem stipends • Training materials • Presenters • Facilities 	<p>\$1,773,975</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • EIA-LEP • EIA-SCE • IDEA <p>Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated</p>

	Timeline <ul style="list-style-type: none"> Ongoing 			
3. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: <p>a. All activities are handled through the Academic Office and Curriculum and Instruction Department for screening and approval. This ensures professional learning activities are coordinated, aligned and appropriate.</p> <p>b. Induction activities are handled through the Induction office using the Formative Assessment for California Teachers (FACT)</p>	Persons Involved <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum & Instruction Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Instructional Support Team (Subject Area Training Specialists) Coordinator of New Teacher Support (Induction) Site Administrators Teachers Support Staff Parents 	<ul style="list-style-type: none"> Training Duplicating Materials 	\$354,795	<ul style="list-style-type: none"> Title II

	Timeline <ul style="list-style-type: none"> • Ongoing 			
4. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: <ul style="list-style-type: none"> a) District and site professional needs will be reviewed to ensure the activities relate to the CCSS needs assessments. b) Teachers will learn collaboration skills leading to the coordination of the teaching, and assessment of key/essential standards in the subject matter areas most needing improvement. c) Teacher collaboration time will focus on reviewing formative assessments and developing a plan of action to re-teach unmet standards. d) Weekly Induction meetings are guided by the CSTP's via two professional learning nights with choice in topics and two collaborative/reflective workshops 	Persons Involved <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Coordinator of New Teacher Support (Induction) • Site Administrators • Teachers • Support Staff • Parents 	<ul style="list-style-type: none"> • Presenters • Per diem stipends for teachers • Materials • Substitute Teachers • Duplicating Services • Facilities 	\$354,795	<ul style="list-style-type: none"> • General Fund • Title II • Title I

	Timeline <ul style="list-style-type: none"> Ongoing 			
5. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: a) All professional learning offerings are coordinated and facilitated through the Academic Office. Funding is targeted to meet teacher technology needs.	Persons Involved <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum & Instruction Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Instructional Support Team (Subject Area Training Specialists) Site Administrators Teachers Support Staff Parents Timeline <ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teacher per diem stipends Training materials 	\$354,795	<ul style="list-style-type: none"> Title II-D

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How students and teachers will have increased access to technology and how ongoing professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a. Professional learning sessions assist teaching and learning. Workshops include but are not limited to: summer institutes, weekend and after school sessions. Professional learning offerings in other disciplines are designed to also model and highlight the integration of technology within in all curriculum areas, content and teaching fields. Connectivity, via enhanced hardware, equipment and training, is constantly expanding.</p> <p>b. Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise and EDMODO, etc.) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessments tools, etc.</p> <p>c. Induction weekly meetings using CSTP's and inquiries to guide topics. Two professional learning workshops, two reflective/collaborative workshops and using a technology tool called Taskstream System to provide feedback.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Coordinator of New Teacher Support (Induction) • Instructional Support Team (Subject Area Training Specialists) • Site Administrators • Teachers • Support Staff • Parents 	<ul style="list-style-type: none"> • Teacher per diem stipends • Training materials • Presenters • Facilities/ • Equipment 	<p>\$591,330</p>	<ul style="list-style-type: none"> • Title II-D <p>Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated</p>

	Timeline <ul style="list-style-type: none"> Ongoing 			
7. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: <p>a) All staff and school site councils participate in a needs assessment survey. Principals and central office staff routinely solicit input from a variety of stakeholders to continuously evaluate professional learning offerings.</p> <p>b) Induction mid-year survey, end-of-year cluster one survey and ongoing reflection of meetings and workshops.</p>	Persons Involved <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum & Instruction Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Instructional Support Team (Subject Area Training Specialists) Coordinator of New Teacher Support (Induction) Site Administrators Teachers Support Staff Parents 	<ul style="list-style-type: none"> Teacher per diem stipends Materials Presenters 	\$591,325	<ul style="list-style-type: none"> General Funds Title I Title II

	Timeline			
	<ul style="list-style-type: none"> Ongoing 			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly Students with Disabilities, students with special learning needs (including students who are gifted and talented,) and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data, assessments, and analysis of student work to improve classroom practices and student learning. <p>a) The District has a clear, concise and multi-faceted plan for professional learning as described above.</p> <p>b) Induction inquiries include focus on pedagogy and universal access for all students; Two professional learning nights may include a focus on EL, SEL, CCSS, FACT curriculum, CSTPS, etc.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum & Instruction Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Coordinator of New Teacher Support (Induction) Instructional Support Team (Subject Area Training Specialists) Site Administrators Teachers Support Staff 	<ul style="list-style-type: none"> Training Parent /Community Engagement Activities 	\$591,320	<ul style="list-style-type: none"> Title I Title II Title III EIA-SCE EIA-LEP GATE IDEA

	<ul style="list-style-type: none"> Parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Funds will be used for the following:</p> <p>Teachers</p> <ul style="list-style-type: none"> Continue to provide training/course work opportunities for teachers to meet the requirements of a “highly qualified” teacher as defined in NCLB Support new teachers through Beginning Induction Teacher Support Focus support on improving the quality of instruction Increase use of instructional strategies to assist in meeting the differentiated needs of students Continued follow-up supports through year three for beginning teachers <p>Paraprofessionals</p> <ul style="list-style-type: none"> Training opportunities that focus on assisting in the instruction of reading/language arts and mathematics 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum & Instruction Assistant Superintendent Equity Director of Child Development Director of Multilingual Literacy Director of Special Education Director of High School ReDesign Coordinator of GATE ELA Coordinator Science Coordinator Coordinator of Instructional Technology Coordinator of New Teacher Support (Induction) Instructional Support Team (Subject Area Training Specialists) Site Administrators Human Resource Services Teachers 	<ul style="list-style-type: none"> Support staff salaries, Teachers per diem, Mentor per diem, Presenter fees, Training materials, SARB, Foster Youth, After School Activities 	\$473,060	<ul style="list-style-type: none"> Title I Title II Title III ASES

	<ul style="list-style-type: none">• Support Staff• Parents <p>Timeline</p> <ul style="list-style-type: none">• Ongoing			
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p><i>Social, emotional, mental and physical Health:</i></p> <ul style="list-style-type: none"> • The district operates 19 school-based student and family resource centers and a centralize "Connect Center" to provide intensive support to students who are struggling socially, emotionally and/or academically. Services include mental health counseling, psycho-educational groups, parent education, advocacy, classroom interventions, home visits, peer mediation, attendance support, mentoring, participation in SSTs, IEPs, 504s and SARTS. • Support services are offered to students who are lesbian, gay, bisexual, transgender or questioning (LGBTQ). • The district addresses critical policy issues related to ensuring that our schools are safe and affirming for all students, regardless of sexual orientation, gender expression or gender identity. • The District provides assistance to students and families in obtaining 	<p><i>Social, emotional, mental and physical Health:</i></p> <ul style="list-style-type: none"> • Increase partnerships with community mental health providers to increase capacity to provide mental health services to students at school sites. • Increased training to school staff on issues related to student social, emotional and behavioral health. • Increase partnerships with health plans to improve access to health care and utilization of health care services. • Increase capacity to establish additional school-based health centers at targeted schools. <p><i>Safe Schools; Youth and Gang Violence Prevention:</i></p> <ul style="list-style-type: none"> • More safety training to site personnel to build capacity within safe schools training model. • Develop partnership with legal services

<p>appropriate health insurance and health access.</p> <ul style="list-style-type: none"> • The District provides an early intervention mental health program to eight elementary schools. • A district-wide mental health crisis response team is in place to respond to crises at schools that impact students and staff. • A comprehensive suicide assessment, training and intervention program is in place to support students at risk of suicide. • Homeless Services Program supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. • Professional learning is offered to teachers, administrators and school staff on a wide range issues related to students' social, emotional and behavioral health. • One operational School-base Health Clinic. <p><i>Youth Engagement, Alcohol, Tobacco and Other Drug, and other Prevention and Intervention:</i></p> <ul style="list-style-type: none"> • The Youth Engagement Advisory Council (YEAC) made up of central office staff, 	<p>to provide information, support and assistance to families with the need for legal help.</p> <ul style="list-style-type: none"> • Increased training for parents on emergency procedures • Implementation of anti-bullying strategic plan. • Increase school climate programs to more school sites. <p><i>Youth Engagement, ATOD, and other Prevention and Intervention:</i></p> <ul style="list-style-type: none"> • Increase professional learning for teachers and site staff • Increase and improve communication through social media and web regarding district and school site initiatives • Increase communication around available district initiatives and programs on: <p><i>Family and Community Engagement:</i></p> <ul style="list-style-type: none"> • Increase collaborative partnership with parents, family members and community members. • Resource training for family members and community partners • Utilize multiple approaches to address various needs of families. • Increase and strengthen school leadership development program for parents and guardians.
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<p>school site personnel, parents, students and community partners who convene regularly to address how students are supported.</p> <ul style="list-style-type: none"> • Youth Development Support Services (YDSS) includes: Before & After School/Out of School Time Programming; Culture and Climate; Prevention and Intervention Programs • Additional supplemental After school activities which targets high-risk students • Strong focus on the youth development framework • Strong focus on including the youth voice in district and site level decision making. • Student Leadership Conferences provide cultural awareness, access to career and college pipelines, and training for parents • Summer of Service students learn and develop leadership skills through active participation in service projects unique to the needs of individual communities <p><i>Family and Community Engagement:</i></p> <ul style="list-style-type: none"> • District has multiple means of communication with family and community members, i.e. Connect Ed; e-Connection; and multiple department, program, and site based newsletter. • Monthly Parent Information Exchange (PIE) meetings provide parent advisors, 	
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<p>community liaisons, district personnel, and community based organizations with an opportunity to share community resources, District initiatives to strengthen partnerships.</p> <ul style="list-style-type: none"> • Forty-four Parent Resource Centers at school sites that provide resources, information, and classes to parents and the community • Provide opportunities for family engagement activities through family nights, parenting classes, trainings and school-wide parent meetings. 	
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

Student Leadership Conferences: educate 6-12 grade students on higher education opportunities through college and career exploration, to provide cultural awareness and provide training for parents on how to support their child's educational needs and dreams

Summer Matters: Addressing potential summer learning loss for low income families by providing high quality, free, summer learning programs from high need communities. Programming offers include: SummerQuest – academic and enrichment based program for K-6, Summer at City Hall and Ambassador program.

Summer of Service: transitioning middle and high school students learn and develop leadership skills through active participation in service projects unique to the needs of individual communities

Challenge Days/Culture and Climate/Prevention and Intervention Programs: aim to increase feelings of safety and belonging at k-12 school sites by building character and reducing the level of bullying and violence among students

TUPE Prevention Activities: educate 6th-12th grade students on the dangers of Tobacco through the following programs: Through with Chew Week, Kick Butts Day, World No Tobacco Day, Great American Spit Out, Earth Day, and Red Ribbon Week

Mentoring: mentoring programs throughout the district focus on gang prevention and intervention; character education; skill building; literacy; and youth voice and action for K-12 students.

Youth Voice and Action: creates opportunities for authentic youth voice and action through the Student Advisory Council, Youth Council meetings, quarterly roundtable discussions with the Superintendent and additional opportunities for youth leadership development

SAT- Students Against Tobacco: organize and lead tobacco awareness activities on school campuses. Engage peers in the dangers of tobacco by celebrating all TUPE Prevention Activities. Implement prevention, intervention, and promote awareness and harms of alcohol, tobacco, and drug use

Always Knocking: provides violence prevention and gang awareness through educational programming, case management and school assemblies for 4th – 12th grade

Good Behavior Game: classroom behavior management program

Incredible Years: small group and parent components to reduce challenging behaviors in children and increase their social and self-control skills.

Caring School Community: school climate intervention program

Peer Mediation and Conflict Mediation programs

Enough is Enough: provides violence prevention and gang awareness school assemblies for 4th-8th graders.

Partnership with Boys and Girls Club: implementation of a gang resistance program for 4th-6th graders

Operation School Bell: school supplies and basic needs

Kaiser Educational Theater: drama-based social/emotional education

Hmong Men and Women's Circles: cultural literacy and student support

Attendance Improvement: chronic absence project

Positive Behavior Intervention and Supports (PBIS): school wide system for specifying student academic and behavior outcomes and supporting students to achieve them.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The District provides supports to sites in providing alternative disciplinary action other than suspension such as a counseling or restorative program • A Saturday School program is in place at most high schools to address discipline as well as drug and alcohol related issues • Development of Board Policies that specifically prevent bullying and harassment of students. • Intentional programming to increase school climate and culture by building character and reducing the level of bullying and violence among youths. • Evidence based programs that addresses youth and gang violence and provide intervention to highly at-risk youth • A system is in place to identify truancy, and provide early intervention/ ongoing services to students and their families • Strong partnership with law enforcement to discuss campus safety issues 	<ul style="list-style-type: none"> • Integrate ATODV issues into professional by providing drug awareness in service, introducing specific ATODV curricula and providing on-going support to sustain a successful program • On-going staff development on drug and alcohol awareness, signs of risky behaviors, and prevention and intervention strategies • Address specific behaviors more aggressively such as harassment, hazing, hate crimes, and bullying • Increase partnerships with community mental health providers to increase capacity to provide mental health services to students at school sites • Increased training to school staff on issues related to student social, emotional and behavioral health

<ul style="list-style-type: none"> • The District has a clear set of emergency procedures • Ongoing data collection and evaluation including: Alcohol, Tobacco, and other Drug and Violence (ATODV) district surveys, suspension data, outside evaluation and end of the year reports, crime incidents, expulsion, suspension, discipline problems and CHKS surveys. • The District has increased partnerships to assist with the expansion of violence/bullying prevention efforts • After school programs support and enhance school day learning objectives by providing 1:1 and small group tutoring, homework assistance, and a variety of enrichment and recreation activities 	
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1) (B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: FALL 2007 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 4% 7 th 6%	5 th 1% 7 th 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 4% 9 th 9% 11 th 7%	7 th 1% 9 th 2% 11 th 2%
The percentage of students that have used marijuana will decrease biennially by:	5 th 1% 7 th 12%	5 th 1% 7 th 6%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 14%	7 th 2%

	9 th 26% 11 th 33%	9 th 2% 11 th 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 6% 9 th 14% 11 th 16%	7 th 1% 9 th 2% 11 th 2%
The percentage of students that feel very safe at school will increase biennially by:	5 th 53% 7 th 16% 9 th 19% 11 th 18 %	5 th 2% 7 th 2 % 9 th 2% 11 th 2%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 29 % 9 th 22% 11 th 13%	7 th 2% 9 th 2% 11 th 2%
Truancy Performance Indicator		

<p>The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	40.56%	2%
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 2007 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th 60%</p> <p>7th 34 %</p> <p>9th 27%</p> <p>11th 35%</p>	<p>5th 2%</p> <p>7th 2%</p> <p>9th 2%</p> <p>11th 2%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th 67%</p> <p>7th 54%</p> <p>9th 44%</p> <p>11th 50%</p>	<p>5th 2%</p> <p>7th 2%</p> <p>9th 2%</p> <p>11th 2%</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 21% 7 th 13% 9 th 9% 11 th 16%	5 th 2% 7 th 2% 9 th 2% 11 th 2%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 59% 7 th 39% 9 th 36% 11 th 39%	5 th 2% 7 th 2% 9 th 2% 11 th 2%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Not Applicable		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from AppendixC. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	ATODV	K-8	8,000	8/2014	ON-GOING	IN USE
School Connect	ATODV	9-12	4,000	8/2014	ON-GOING	IN USE
Steps to Respect	ATODV	3-6	4,000	8/2013	ON-GOING	IN USE
Project N-O-T	ATOD	7-12	50		ON-GOING	IN USE
Project Alert	ATOD	6-8	3,500		ON-GOING	IN USE
Project Toward No Drugs	ATOD	9-12	3,500		ON-GOING	IN USE
Minnesota Smoking Prevention Program	T	6-8	2,500		ON-GOING	IN USE
Healthy Choices/Healthy Relationships	ATDOV	9 -10	100		ON-GOING	IN USE
Caring Schools and Community	V	K-6	1000		ON-GOING	IN USE
The Good Behavior Game	ATODV	K-5	300		March 2011	IN USE
The Incredible Years	ATODV	K-3	125		Sept 2010	IN USE

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Expanded Learning Program	ATODV	K-12
X	Conflict Mediation/Resolution	V	K-12
X	Early Intervention and Counseling	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	7-12
X	Environmental Strategies Mentoring	V	K-12
X	Family and Community Collaboration	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	9-12
X	Student Assistance Programs	ATODV	K-12
X	Tobacco-Use Cessation	T	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
x	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
x	Other Activities: Healthy Choices/ Healthy Relationships Toward No Drugs Minnesota Smoking Prevention Program	ATODV	7-12

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
180 Degrees	ATODV	7-12	1,000	8/2013	on-going	IN-USE
Safe Schools Ambassadors	ATODV	7-12	500	8/2012	on-going	IN-USE

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The District has selected and implemented the following scientifically research based programs: Second Step, Project Towards No Drugs: Too Good for Drugs Life Skills, Caring School Communities, Aggression Replacement Therapy, Functional Family Therapy and Project Alert. Many of these programs were selected over a span of 3-5 years. The selections were made after consulting the Sacramento County Office of Education, teachers and other stakeholders, as well as by attending numerous conferences and workshops. A combination of the CHKS survey, SCUSD student generated surveys, Youth Congress student membership input, and internal data resulting from end of the year reports on students and schools receiving a variety of support services helped to determine the selection of programs and activities for implementation. The data shows:

According to research from the CHKS 2009-2010:

- 12% of 9th graders reported being drunk or high on school property (higher than the to 13% state average, as reported in CSS 2012-13)
- 22% of SCUSD 7th graders, 45% of 9th graders and 59% of 11th graders reported that they had at least one drink of alcohol in their lifetime (CHKS 2009-2010)
- 8 % of 7th graders, 22 % of 9th graders, 20% of 11th graders and 45% of students from Non-Traditional schools reported using Marijuana in the 30 days prior to taking the survey (CHKS 2009-2010)
- Results from the CHKS also showed that 10% of 7th, 8% of 9th and 6% of 11th reported feeling very safe when they are at school. 9% of 7th, 12% of 9th and 15% of 11th grade students reported carrying a weapon such as knife or a club (not including guns).
- District wide results also indicate that 10% of 7th graders, 8% of 9th graders and 6% of 11th graders currently belong to a gang.

The District has selected the aforementioned curriculum due to the data and the need to provide consistency throughout a students' K-12 experience to ensure similar expectations, content and curriculum, and familiarity among all schools.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

- District will continue to administer CHKS student and teacher survey biennially. Will ensure that there is at least 60% participation rate at all grade levels (7th, 9th and 11th) in order to have a solid student sample.
- Resiliency and custom modules will be used due to the focus on youth development.
- CHKS results will be shared with the school site administrators, teachers and all the other stakeholders such as after school program providers, local law enforcement agencies and SROs.
- Results will be published in the district newsletter "eConnect".
- Changes in the performance measures and objectives will be made according to the needs of the district. Suspensions, expulsions and truancy reports will be analyzed to see the district-wide ATODV trends
- Only research based programs and activities will be implemented.
- All providers will be required to submit quarterly progress reports and year-end program reports of project activities.
- Students will complete pre/post tests before and after the implementation of curriculum series such as Minnesota Smoking Prevention Program (MSPP).
- Youth Development Support Services Department will work with school board and district administrators in order to implement anti-tobacco, anti-drug and anti-violence policies.
- Strong relationships with community agencies such as La Familia, Inc. and Another Choice Another Chance (ACAC) other neighboring districts and Sacramento County Office of Education will be maintained in order to create a support system for needy students and their families.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Performance measures include student responses to the CHKS and other curricula based pre-post assessments as well as the quality of completed student work/projects. Surveys by parents and students will assess increased awareness of the dangers of smoking and second hand smoke, decline in suspension for smoking and general decline in smoking. The CHKS will be implemented every other year, unless specified in specific grants. The TUPE evaluation will be completed annually. CHKS evaluation results will be shared with parents, administrators, Youth Engagement Advisory Council, DAC, DLAC and other parent organizations, Student Advisory Council and Youth Congress members. Information is also distributed via the Districts website.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Sacramento City Unified School District no longer receives SDFSC funding however continues to provide support services to high need students as applicable.

The school district defines the highest need students as students who receive free & reduced lunch, are English Language Learners, have emotional or mental health issues, are involved with juvenile justice, have received a discipline citation, and are performing below basic or far below basic.

The following services are provided:

1. Mentors and other supportive adults for high-risk families and truant students
2. Expanded Learning programming that focuses on academic tutoring; mentoring; and opportunities to participate in creative, and enriching and wellness activities.
3. Youth development initiatives such as the establishment of District Youth Council meetings, Student Advisory Council.
4. Targeted intervention programming for Boys and Men of color (BMOD) as well as Young Women and Girls.
5. School based, grant supported summer enrichment programming for low income communities.
6. Youth Forums and Student Leadership Conferences

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Youth Development provides high quality programming and support in order to build capacity around the district, as well as among students families and community partners. The focus is Whole Child, Whole Year. Staff in this departments are funded from programs such as TUPE grades 6-12 competitive grant, After School ASES and 21st Century-Expanded Learning Programs, and other federal juvenile justice grants. These services, along with other federal, state and local prevention efforts are coordinated by the Youth Development office. Youth Development works closely with the Health and Student Supports & Parent Engagement and Training Departments in order to provide a streamline, seamless supports to students and families throughout the district. In addition the Youth Development Department works with the Sacramento County Office of Education, culturally relevant partners and community providers, in order to provide targeted prevention and intervention programs for students in SCUSD.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Regular communication with parents occurs from the beginning of the school year. ATODV information is included in the annual parent rights notification, as is information about parent rights, student expectations, rules and regulations, disciplinary procedures, academic expectations, and school calendars. Each school has a parent newsletter that informs parents of a variety of issues, including: ATODV, bullying and safe schools, and parent involvement. The newsletter may also include results of student and parent surveys, focus groups and/or other data. Other parent engagement activities include: *Open House*, *Back to School Night*, *PTA/PTO* activities monthly *PIE* (Parent Information Exchange) meetings, school parent engagement meetings, *Parent University* (academic and higher education focused monthly parent meetings), parent leadership training, *Welcoming School Certification Program* (improving culture and climate of schools to be welcoming and engages parents and community members), *Parents as Partners* initiative (training parents about school academic requirements and how to help their children perform better in school), designated parent resource centers at school sites, *Foster Family Night*, and afterschool program parent engagement activities. In addition, SCUSD uses electronic services to keep parents informed, using Connect Ed. (parent phone connection service) to send out information and alerts and the www.scusd.eduweb parent portal page to connect parents to information, resources, calendars and information on various parent/school events. The District continues to inform the community to meet the required elements of the grants and entitlements, through the SCUSD website, community meetings, planning/focus groups and district wide parent meetings such as DAC, DELAC, PTA/PTO and other district parent committees.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Upon identification, minors are referred to Child Development, Infant/Toddler Program where an assessment is made of the minor's needs, including whether the minor uses tobacco or he/she has family members who use tobacco products. The Youth Development Supportive Services Department School Nurse follows up with minors who use tobacco or who are exposed to tobacco by family. SCUSD has facilities established for pregnant and parenting teens. Comprehensive support services are provided on site and collaborative efforts are organized through a variety of community partnerships. Minors are referred to a cessation program established by La Familia, Inc. or Another Choice Another Chance (ACAC).

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Coordinator II,	.10 FTE
Specialist II	.10 FTE
Youth Services Specialist	.65 FTE
Youth Services Specialist	.35 FTE
Nurse	.35 FTE
Office Technician	.10 FTE

<p>Performance Goal 5: All students will graduate from high school.</p>
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Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

[illegible]

	Schools annually review college prep (a-g) offerings to ensure coursework is rigorous, relevant and aligned to post-secondary expectations. Students are encouraged to take college prep course of study to meet the minimum eligibility requirements (a-g) for admission to the University of California (UC) or California State University (CSU.)	All	<ul style="list-style-type: none"> • Ongoing • High School Principals, • Area Asst. Superintendent 	<ul style="list-style-type: none"> • a-g completion rate • Annual a-g on track rate 	LCFF
	Graduate Profile describing/defining career and post-secondary learning readiness has recently been adopted by the Board of Education. Metrics will be developed and the graduation requirements will be modified to ensure career/college readiness graduation.	All	<ul style="list-style-type: none"> • 2015-2016 School year • Chief Academic Officer • Chief Strategy Officer • Director, High School Redesign 	<ul style="list-style-type: none"> • College/Career ready metrics adopted by Board of Education 	LCFF
	To meet the varied needs and career interests of our students, high school options are provided for students. These include: criterion based programs, industry sector Linked Learning pathways,	All	<ul style="list-style-type: none"> • Ongoing • Deputy Superintendent • Chief 	<ul style="list-style-type: none"> • District enrollment data by site and pathway within each site 	LCFF CPA funding CCPT funding

	<p>California Partnership Academies(CPAs,) and Smaller Learning Communities(SLCs.) A communication and marketing plan with recruitment guidelines and timeline helps ensure equitable access and enrollment in each program/pathway. Principals are responsible for ensuring that each CPA, SLC, or Linked Learning pathway enroll/maintain 50% at risk student population.</p>		<p>Academic Officer</p> <ul style="list-style-type: none"> • Chief Communications Officer • Director Enrollment Office • Director, High School Redesign • Area Asst. Superintendent • High School Principals 		
	<p>Students in CPAs, SLCs, and Linked Learning Pathways are provided "wrap around" support within the pathway. Student engagement is generally high as students choose their pathway and are provided integrated academic, career technical education, and work based learning via a SLC(Smaller Learning Community) setting (cohort master scheduling) with classmates with similar interests.</p>	<p>Student participants</p>	<ul style="list-style-type: none"> • High School Principals • Area Asst. Superintendent • Lead teachers 	<ul style="list-style-type: none"> • Team meeting notes • Results of student progress 	<p>LCFF</p> <p>CPA funding</p>

	Principals are responsible for ensuring that interventions (Personnel/funds) are pushed into/ become part of the SLC experience.				
	Each school develops site protocols/practices to regularly monitor student progress, including but not limited to faculty, grade level, department, or pathway team meetings to identify school/group wide areas of strength need and make needed adjustments in instruction.	All	<ul style="list-style-type: none"> • High School Principals • Area Asst. Superintendent 	<ul style="list-style-type: none"> • School meeting calendar • Grade level, team, department, and meeting agendas • Meeting notes 	LCFF

	Targeted and "wrap-around" support is identified via team meetings, individual SST, 504, IEP, language review, or SART meetings. Team develops plan to provide needed support.	Students not meeting grade level or course benchmarks	<ul style="list-style-type: none"> High School Principals Area Asst. Superintendent 	<ul style="list-style-type: none"> SST, IEP, 504 meeting calendar Meeting notes Results of student progress 	LCFF Title One
	To improve school connection and students engagement/retention students are encouraged to participate in co and extracurricular activities -- for example: high school sports, student run enterprises, service learning, ROTC., and Work-Based Learning	All	<ul style="list-style-type: none"> High School Principals Area Asst. Superintendent Expanded Learning Personnel WBL Coordinator 		LCFF CCPT Locally generated funding
	<p>Before and After School Programs</p> <p>Programs operate at over 61 sites 3pm – 6pm, students engage in activities that help build healthy relationships, support academic growth and participate in meaningful enrichment.</p> <ul style="list-style-type: none"> Academic interventions/assistance minimum 1 hour daily Tutoring assistance 	All students	<ul style="list-style-type: none"> Ongoing Youth Development support Services (YDSS) Director YDSS Coordinator 	<ul style="list-style-type: none"> Grant guidelines Daily Attendance Program Participation Student retention 	ASES ASSETS 21 st Century

	<ul style="list-style-type: none"> • CAHSEE preparation classes • Culturally relevant enrichment 		<ul style="list-style-type: none"> • YDSS Specialist • Site Administration • Agency Partners 		
	<p>American Indian Education Program (AIEP)</p> <p>Academic assistance and building communities where American Indian students can flourish.</p>	Eligible students	<ul style="list-style-type: none"> • Ongoing • YDSS Coordinator • Youth Services Program Associate 	<ul style="list-style-type: none"> • Program Participation • Attendance • Suspensions • Grades • Graduation Rates 	Title VII
	<p>Tobacco Use Prevention Education (TUPE)</p> <p>Tobacco specific activities, special events and interventions and cessation support.</p>	All students	<ul style="list-style-type: none"> • YDSS Coordinator • Youth Services Specialist • Site Administration 	<ul style="list-style-type: none"> • Grant guidelines • Youth engagement 	TUPE

	<p>Men's/ Women's Leadership Academy</p> <p>Helps youth gain and apply leadership skills through restorative justice principles.</p>	Targeted students Grades 7-12	<ul style="list-style-type: none"> • Weekly classes held on selected school sites • YDSS Specialist • YDSS Program Associates • Site Administration 	<ul style="list-style-type: none"> • Program Participation • Attendance • Suspensions • Grades • Graduation Rates 	Grant Funded
	<p>Student Advisory Council</p> <p>Youth led, youth driven, student council representing youth voice at local and state government meetings.</p>	Grades 10-12	<ul style="list-style-type: none"> • Ongoing • YDSS Specialist • Youth Services Specialist • Site Administration 	<ul style="list-style-type: none"> • Program participation 	ASSETS

	<p>Foster Youth Liaison</p> <p>FYS (Foster Youth Services) Coordinator is mandated by state to support all students with AB490, AB167 and AB1933 addressing, facilitating and supporting school placement and enrollment of foster youth.</p>	All qualified students	<ul style="list-style-type: none"> • Ongoing • Foster Youth Services Coordinator 	<ul style="list-style-type: none"> • Foster Youth Enrollment 	FYS Supplemental Title I, NorD
	<p>FYS Case Management and Educational Counseling Services</p> <p>Establish common student practices for grades, attendance and school involvement. Guide students on study habits, career guidance, college major and college enrollment. Attend SST, SST, Re-entry, expulsions and school staffing meetings.</p>	All qualified students	<ul style="list-style-type: none"> • Ongoing • YDSS Specialist • YDSS Program Associates 	<ul style="list-style-type: none"> • Foster youth enrollment • Program Participation • Attendance • Suspensions • Grades • Graduation Rates 	FYS Supplemental Title I, Nor D ILP Contract

	<p>FYS School Placement Services</p> <p>Provide enrollment assistance to all foster youth by collecting and recovering educational documentation, transcript and IEP review, collaboration with educational rights holder, county social worker and attorney to choose a school site that best fits the educational needs of the student.</p>	All qualified students	<ul style="list-style-type: none"> • Ongoing • YDSS Specialist • YDSS Clerk 	<ul style="list-style-type: none"> • Immediate enrollment 	Title 1, NorD ILP Contract
	<p>FYS Transitional Age Youth (TAY) /Emancipation Services</p> <p>Eligible youth 16 years and older participate in the Sacramento County Independent Living Program (ILP) administer by FYS.</p> <p>ILP Classes</p> <p>Qualified students participate in classes each semester, providing the youth positive social interaction with peers and community resources while earning school credits.</p>	All qualified students	<ul style="list-style-type: none"> • Ongoing • YDSS Specialist • YDSS Program Associates • Site Administration 	<ul style="list-style-type: none"> • Foster youth enrollment • Program Participation • Attendance • Suspensions • Grades • Graduation Rates 	Title 1, Nor D ILP Contract FYS Supplemental

	YDSS Targeted Prevention and Intervention group support for SCUSD youth <ul style="list-style-type: none"> • Best of Me Project • 9/10 Step UP • Junior Retreat • Senior Business • Girls Empowered • Students Together Reducing Exploitation and Trafficking Team (STREAT Team) 	Targeted students Grades 7-12	<ul style="list-style-type: none"> • Ongoing • YDSS Specialists • YDSS Program Associates • Site Administration • Community Partners 	<ul style="list-style-type: none"> • Program Participation • Attendance • Suspensions • Grades • Graduation Rates 	TUPE
	FYS College Tours and On Campus Resources Early exposure to college campuses, recognition and information about ways to successfully complete a-g requirements, and connections with ongoing supports into adulthood	Grades 9-12	<ul style="list-style-type: none"> • Ongoing • YDSS Specialist • YDSS Program Associates 	<ul style="list-style-type: none"> • Credit acclamation • Attendance • Suspension rates • Graduation rate 	
5.2 (Dropouts)	Students needing additional support are referred to the SCUSD Hearing and Placement Office for individual family	Students identified by site personnel	<ul style="list-style-type: none"> • Youth Services Specialists • Site 	<ul style="list-style-type: none"> • Program participation 	LCFF \$2,660,963

	<p>meetings to identify area of need and provide support via district, county, or community based programs that can provide targeted intensive support and help prevent absence/school drop-outs. Services include case management and access education and needed resources such as support for pregnant minors and teen parents. Additional supports include:</p> <ol style="list-style-type: none"> 1- AB922, Hickey, Gerber, North Area Community, Boys and Girls Club, El Centro, NCCT. 2- County Probation Officers for juvenile justice re-entry meeting 3- Attendance Coordinator (Incentive Programs, Letters, SART, SARB, PACT) 4- Dropout Prevention Specialist (Home Visits) 5- Always Knocking 	Referred Students	<p>Administration</p> <ul style="list-style-type: none"> • Service Providers 		
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	<p>Dropout prevention personnel provide on-site educational support, collaboration with school site staff academic to provide/enhance buy in to the school campus and address daily concerns, or at least a staff on site to review weekly students at risk that may require more services or attention based on their attendance, behavior, and grade reports.</p> <p>Increased access to online credit recovery program at every high school site.</p>	Grades 9-12	<ul style="list-style-type: none"> • Ongoing • YDSS Program Associates • Site Administration 	<ul style="list-style-type: none"> • Graduation rates • Attendance • Grades • Suspension rates • Persistence in program 	State/Federal Grant Funds
	<p>Refer students to summer school at SAA or Capitol City to accelerate credit recovery. Refer students to alternative schools to maximize opportunities to earn/recover credits</p>	Eligible targeted students	<ul style="list-style-type: none"> • Ongoing • Summer School Site Administration • Alternative School principals 	<ul style="list-style-type: none"> • Credit accumulation • Attendance • Return to home school rates • Graduation rates 	LCFF
	<p>Sexually Exploited Children & Teens (SECT)</p> <p>Equips individuals and agencies with the tools needed to support commercially sexually exploited children (CSEC). Centralized</p>	Targeted students	<ul style="list-style-type: none"> • YDSS Targeted Prevention and Intervention Staff 	<ul style="list-style-type: none"> • Program Participation • Referrals 	TUPE Grant Funds

	referral process for SCUSD students to provide resources, case management and support for youth and families.				
	Foster Youth/AB167 review within 30 day of enrollment to create an education plan that allows the youth to graduate under state requirements 130 credits to increase graduation rates for eligible foster youth.	Grade 11-12	<ul style="list-style-type: none"> • Ongoing • YDSS Specialist • YDSS Program Associates • Site Administration • Site School Counselors 	<ul style="list-style-type: none"> • Graduation rates • Attendance 	Title I, Nor D FYS Supplemental
	ILP Class Current and former foster youth participate in ILP class each semester, providing the youth with positive social interaction with peers and community resources while earning recover school credits during the after school space.	Grades 10-12	<ul style="list-style-type: none"> • YDSS Specialist • YDSS Program Associates • Site Administration • After School Program Manager 	<ul style="list-style-type: none"> • Attendance in program • Persistence in program • Building relationships with peers 	

	Utilize the Connect Center as a resource to provide students and families with the necessary counseling, health and psychological services	All students	<ul style="list-style-type: none"> • Connect Center Specialist • Social Worker 		
	Utilize the Los Rios Community College School District's Advanced Education program where students can take classes at the community college while concurrently enrolled in high school.	Grades 11-12 (minimum age of 16 years old)			
5.3 (Advanced Placement)	Administer PSAT to all 10 th grade students. Results will be used to determine who has "AP Potential". (District pays PSAT fee for all 10th grade students)	Grade 10 Students	<ul style="list-style-type: none"> • Ongoing • GATE Coordinator • Assessment, Research & Evaluation • High School Administration Teams 	<ul style="list-style-type: none"> • Annual PSAT Reports 	\$886,988 General Funds-LCFF

	Utilize the Summary of Answers and Skills (SOAS) report to identify specific areas where students are struggling and provide intervention	Grades 9-12 Students	<ul style="list-style-type: none"> • Ongoing • GATE Coordinator • Secondary Site Administrators • AP School Team • Counselors & Teachers 	<ul style="list-style-type: none"> • School site teams to work collaboratively to identify areas of strength and areas of challenge and plan for adjustments in instruction 	General Funds-LCFF
	All students have access to and are encouraged to enroll in Advanced Placement (AP) coursework: not solely based on teacher recommendation	Grades 9-12 Students	<ul style="list-style-type: none"> • Ongoing • Gate Coordinator • AP School Team • Secondary Site Administrators • Counselors 	<ul style="list-style-type: none"> • Use College Board expectancy tables to set threshold scores for each AP course. Create a database of potential AP students, number of students tested, and enrollment in AP courses. 	General Funds-LCFF
	Recruit students historically under-represented in AP courses. Provide ongoing monitoring in AP participation and AP test	Grades 9-12 Students	<ul style="list-style-type: none"> • 2015-2016 • GATE Coordinator 	<ul style="list-style-type: none"> • Percent of underrepresented students enrolled in AP 	General Funds-LCFF

	participation		<ul style="list-style-type: none"> • AP School Teams • Secondary Site Administrators • Counselors & Teachers 	classes will increase	
	Establish common student practices for a personalized online college and career planning kit	Grades 10-12 Students	<ul style="list-style-type: none"> • Ongoing • GATE Coordinator • AP school site teams • Secondary Site Administrators • Secondary Counselors 		General Funds-LCFF
	<u>Training</u> Identify professional development strategies needed to train more pre-AP and AP teachers in core-content knowledge	Grades 9-12 Students	<ul style="list-style-type: none"> • Ongoing • GATE Coordinator • Secondary Site Administrators • AP school site teams 	<ul style="list-style-type: none"> • College Board report - SOAS 	General Funds-LCFF

	Require teachers to attend a summer institute before teaching their first AP course	Grades 9-12 students	<ul style="list-style-type: none"> • Ongoing • Secondary Site Administrators • GATE Coordinator 	<ul style="list-style-type: none"> • Notification to GATE Department 	General Funds-LCFF
	Expand the number of AP teachers who attend AP summer institutes to ensure that students receive AP level instruction and increase their chances to pass the AP exam	Grades 9-12 Students	<ul style="list-style-type: none"> • Ongoing • Secondary Site Administrators • GATE Coordinator 	<ul style="list-style-type: none"> • College Board Enrollment Receipt 	General Funds-LCFF
	<u>Support</u> Establish an AP Leadership Committee by Fall of 2016	Grades 9-12 Students	<ul style="list-style-type: none"> • 2015-2016 • GATE Coordinator • AP Teachers • Counselors 	<ul style="list-style-type: none"> • AP Leadership Committee Sign-in Sheets 	General Funds-LCFF

	Implement a district-wide AP marketing and recruitment campaign by 2015-2016	Grades 9-12 Students	<ul style="list-style-type: none"> • 2015-2016 • Chief Communication Officer • GATE Coordinator • AP Leadership Committee • AP Teachers • Counselors 	<ul style="list-style-type: none"> • Marketing Material (flyers, electronic communications, etc.) • Enrollment in AP Courses 	General Funds-LCFF
	Conduct parent orientation meetings twice per school year to discuss AP opportunities	Grades 9-12 Students	<ul style="list-style-type: none"> • 2015-2016 • GATE Coordinator • AP Leadership Committee • AP Teachers • Counselors 	<ul style="list-style-type: none"> • Parent Sign-in Sheets with student identifier and home school 	General Funds-LCFF

Additional Mandatory Title I Descriptions

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Identified Measure:</p> <ul style="list-style-type: none"> • Number of children eligible for Free/Reduced Price Lunch programs
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Title I funds are assigned to the school site based on percentage of pupils that meet criteria, SCUSD funds schools with a 50% or above poverty level.</p>

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who 	<p>a) Each site will conduct a needs assessment that takes into account, at minimum, CAASPP, ELPAC, District Interim Assessments, teacher developed assessments, end-of-course exams, GPA, graduation credits, AP participation, CAHSEE, attendance data, and parent and student participation surveys as applies.</p> <p>b) Sites will use strategies based on scientific research that:</p> <ol style="list-style-type: none"> 1. Ensures all students receive differentiated instruction based on need including English learners 2. Implements the district's adopted core instructional materials 3. Provides extended learning opportunities: length of school day, after school tutoring to increase instructional time for students 4. Targets lowest achieving students 5. Measures effectiveness of practice 6. Provide parent training on topics relevant to supporting their students' academic achievement such as conducting effective parent-teacher conferences, conducting effective homework with your child, monitoring homework and student progress, school structure, parent's rights and how to advocate for your child. <p>c) Staff will meet NCLB "Highly Qualified Teacher" requirements</p>

<p>experience difficulty mastering state standards.</p>	<p>d) Provide continuous professional learning opportunities for teachers, administrators, para-professionals, parents and support staff with a focus on assisting students in mastery of state content standards and graduation requirements.</p> <p>e). Institute effective parent engagement strategies which:</p> <ol style="list-style-type: none"> 1. Is meaningful to parents 2. Supports student achievement 3. Provides information in the primary language of families 4. Uses a combination of communication systems (e.g., Automated calls, website, etc.) 5. provides workshops and events for families (e.g. family literacy nights, community events) <p>f) Coordinate local, state and federal funding to implement a comprehensive school-wide program at each site</p> <p>g) Refer eligible homeless students to the Parker Avenue Resource Center</p> <p>h) Coordinate services with Community Day Schools (e.g. Success Academy) which provide assistance with case management for students in need of behavioral and social support.</p> <p>i) Integrated Support Services at The Connect Center, is a centralized youth and family resource center that serves as a “gateway” to critical support services for students and families in our school district. It offers an innovative solution to addressing the health, wellness and educational needs of SCUSD’s children, youth and families. This central hub is designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students.</p>
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	<p>Services provided:</p> <ul style="list-style-type: none"> • Information and referral • Assessment and evaluation • Coordination of individual and family counseling • Youth and parent groups • Training and education • Crisis intervention • Health insurance enrollment <p>Community partners include: Panacea Services, Sacramento County Children's Mental Health, River Oak Center for Children, Legal Services of Northern California, Cover the Kids, and Teachers for Healthy Kids</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>None of the SCUSD schools are Targeted Assistance Schools.</p>

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	None of the SCUSD schools are Targeted Assistance Schools.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Referral to Parker Avenue Resource Center for support and assistance in areas included, but not limited to: <ul style="list-style-type: none"> • Enrollment and attendance • Health/immunizations • Housing • Referrals to community agencies • Tutoring/program support • Transportation
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	Referral and placement at alternative schools are made for students who need support with credit recovery, behavior and social interventions. Alternative schools work in coordination with the Hearing and Placement Office to promote successful re-entry and

	<p>transition support.</p> <p>Referral and placement at Community Day School (e.g. Success Academy) for case management of students who need support with behavior and social interventions. Community Day schools work in coordination with the Hearing and Placement Office to promote successful re-entry and transition support.</p>
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Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<ul style="list-style-type: none"> • Provide training and technical assistance to schools in developing the SPSA(Single Plan for Student Achievement) to address the specific issues that caused the school to be in Program Improvement (PI) • Provide a checklist to monitor implementation of the SPSA • Provide targeted, on-going professional learning in ELA and Math with a focus on meeting the needs of EL, SWD, and other low performing students as identified in the SPSA • Confer with SSC and ELAC to review data on student achievement, program effectiveness, and school climate to determine and prioritize needs and allocate categorical funds to support the goals and activities outlined in the SPSA. • Assign ELA and Math Training Specialists to high needs schools to provide targeted, on-going, job-embedded professional learning focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis. Additionally, training specialists align instruction with content standards

	<p>by modeling lessons, observing lesson delivery, and providing constructive feedback and support.</p> <p>The Family and Community Engagement Department (FACE) provides information, training and technical assistance to the District's Program Improvement Schools to assist them to develop capacity for meaningful parent engagement. Among the supports offered by the FACE Department to PI Schools includes:</p> <ul style="list-style-type: none"> • Assistance on the development of the School Level Parent Involvement Policy. • Workshops offered to schools on topics such as Parent Teacher Conferences, How to Read a Report Card, Common Core Standards and Assessments. • A three-tiered, 30 session workshop series called Parent Leadership Pathway designed to help parents become more effective leaders in their schools and to support their children's education. • The Parent Resource and Center District Parent Resource Center staff facilitates a parent driven design and implementation of on-site parent resource centers. As of 2015, 46 schools have established on-site Parent Resource Centers. The District Parent Resource Center offers technical support, referral information, and workshops and resources to help parents, teachers and community based partners develop more effective school-family partnerships. Monthly collaborative workshops with parents, staff and community based partners called Parent Information Exchange (PIE). • Monthly training for school site outreach staff – Parent
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	<p>Resource Center Collaborative.</p> <ul style="list-style-type: none"> • FACE provides single trainings and presentations on a variety of subjects such as Bullying Prevention and Positive Parenting. • The “Sacramento Goes Back to School” is a first day of school celebration to welcome all families at the start of a new school year. “Sacramento Goes Back to School” coordinates school to decoration with welcoming signs, and information for parents about the ways in which they can actively engage in their children’s education. <p>Support to the District Parent Advisory Committees</p> <p>The FACE Department, in partnership with other departments, provides an annual training to parents on School Site Council requirements and obligations.</p>
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Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>Upon a site’s identification of Program Improvement the district will:</p> <ul style="list-style-type: none"> • Send PI notification letters to the parents of eligible students offering the Public School Choice option and providing parents the opportunity to select the school of choice • Post Parent Notification letters on the district website • Coordinate the Public School Choice placements • Coordinate transportation to the school of choice

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>In the event a school site is identified as Program Improvement, Year 2 (and beyond) the district will:</p> <ul style="list-style-type: none"> • Notify parents through letters, automated phone calls, flyers, and parent fairs, Supplemental Educational Services (SES) program brochure and website • Coordinate parent choice of enrollment and placement into SES by working collaboratively with SES providers and school sites • Identify low achieving students and provide additional learning supports, tutoring, etc. • Provide extended /additional hours for instruction • Engage and train parents on activities that impact academic achievement
Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Professional learning, mentoring, and coaching support for teachers, administrators and other staff
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education	The district has a Parent Engagement Policy which describes how the school sites and the district support parent engagement. The Family and Community Engagement Office provides oversight to the plans and implementation activities that occur throughout the District.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<ul style="list-style-type: none"> At the district level, preschool children are assisted in making the transition to elementary school by realignment of the preschool program to integrate more closely with the elementary program thus strengthening the student's preparation for entering into an elementary school program Teacher recruitment and training, retention policies, and programs are in place to increase the number of high quality, highly qualified teachers in all schools, but especially in all Title I schools The district continues to implement strategies to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. The following strategies will be incorporated: <ul style="list-style-type: none"> Articulation between preschool programs and receiving Kindergarten programs will occur to ensure that all students receive equal access to the curriculum and all parents are informed of the district's transitional options The stakeholder groups, including the central and school site administrative staff, certificated staff, classified staff, parents, and community at large to receive recommendations on the programs

	<ul style="list-style-type: none"> ○ Statistical analysis of program effectiveness conducted by AR&E based on AYP data with revisions to district and school programs when necessary ○ Alignment of the district's instructional program with the state standards and benchmarks of achievement to ensure that all instructional programs lead students to reach proficiency or above in both reading and mathematics and that all students graduate from high school ○ Provisions of professional learning based on research based best practices are planned and offered to the teachers, paraprofessionals, administrators, and other school staff so they will have necessary skills to provide effective instruction to students with diverse needs
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent

required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) Have the lowest proportion of highly qualified teachers;**
 - (B) Have the largest average class size; or**
 - (C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be

conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise

have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under

this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

José L. Banda
Print Name of Superintendent

Signature of Superintendent

Date

Darrel Woo
Print Name of Board President

Signature of Board President

Date

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Vanessa Girard
Print Name of Title III English Learner Coordinator/Director
(if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.*

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: <<http://www.californiahealthykids.org>> (California Healthy Kids Resource Center: Research-Validated Programs)

B: <<http://www.colorado.edu/cspv/blueprints/index.html>> (University of Colorado: Blueprints)

C: <<http://www.modelprograms.samhsa.gov>> (Center for Substance Abuse Prevention: Model Programs)

D: <<http://www2.edc.org/msc/model.asp>> (United States Department of Education: Expert Panel)

E: <<http://www.gettingresults.org/>> (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin'sLifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: <<http://www.californiahealthykids.org>> (California Healthy Kids Resource Center: Research-Validated Programs)

B: <<http://www.colorado.edu/cspv/blueprints/index.html>> (University of Colorado: Blueprints)

C: <<http://www.modelprograms.samhsa.gov>> (Center for Substance Abuse Prevention: Model Programs)

D: <<http://www2.edc.org/msc/model.asp>> (United States Department of Education: Expert Panel)

E: <<http://www.gettingresults.org/>> (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D

Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1e

Meeting Date: May 21, 2015

Subject: Approve Leonardo da Vinci Field Trip to Ashland, Oregon,
June 4 - 6, 2015

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

Division: Deputy Superintendent

Recommendation: Approve Leonardo da Vinci Field Trip to Ashland, Oregon June 4 - 6, 2015

Background/Rationale: June 4 – 6, 2015 students from Leonardo da Vinci will travel to Ashland, Oregon to attend the Shakespeare Festival accompanied by 6 parent chaperones and 1 teacher. They will see plays and participate in behind the scenes workshops and a prologue. Transportation will be provided by parent drivers.

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

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Out of State Field Trip Documents

Estimated Time of Presentation: N/A

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

Approved by: José L. Banda, Superintendent

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

School Name LEONARDO DA VINCI Date 12-08-2014
 Teacher's Name MARK STRAD Room # 25 Telephone # 277-6496

Field Trip Destination ASHLAND, OREGON

Reason for travel TO VIEW PLAYS AT THE OREGON SHAKESPEARE FESTIVAL, ATTEND ACTING
WORKSHOPS AND PARTICIPATE IN DISCUSSIONS WITH ACTORS AND DIRECTORS. THIS
SUPPORTS OUR SCHOOL'S SHAKESPEARE CLUB, INSTRUCTION AND DRAMA CLUB THAT
PERFORM A SHAKESPEARE PLAY

List unusual activities, water activities or high risk activities (examples: rafting, snorkeling, rock climbing, skiing, etc.) as a special parent waiver may be required. Submit copy of contract or waiver for review before signing. Risk management approval required.

N/A

Attach a detailed itinerary for each day: See Attached

Signed [Signature]
 Teacher

Approvals:

[Signature] 3/16/15
 Principal Date

[Signature] 4/23/15
 Risk Management Dept. Date

[Signature] 4-21-15
 Segment Administrator Date

[Signature] 4/24/15
 Superintendent Date

Board Approval Date

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

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

School Name Leonardo da Vinci

Date December 8, 2014

Teacher's Name Mr. Mark Sirard

Room # 35

Telephone # 277-6496

Fax # 277-6806

Field Trip Destination Ashland OR

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

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

Route _____

Educational nature of field trip/excursion Shakespeare Club to see plays and attend educational workshops.

Depart Date 6/4/2015 Time 9 am am/pm

Return Date 6/6/2015 Time 11 pm am/pm

TRANSPORTATION will be provided by: ☐ Walking ☐ School Bus – Contact Transportation Field Trip Office

☐ Chartered Bus Company Certified: ☐ yes ☐ no – Check Risk Management Web Site

☒ Private Vehicle – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.

☒ Parent Driver – Must have fingerprint clearance, check with Volunteer Office.

☐ Faculty Driver – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.

☐ Public Transportation ☐ Train ☐ Commercial Airline ☐ Other: _____

Funding Source Parent Contribution/school play funds

Financial Assistance Available? ☒ yes ☐ no

Number of students participating: 25

Adult Supervisors/ Drivers:

DRIVER

DRIVER

1) Barbara Snerry

☒ yes

☐ no

2) Wendy Walker

☒ yes

☐ no

3) Rose Elliott

☒ yes

☐ no

4) Williams Archbold

☒ yes

☐ no

Teachers and Staff Attending:

1) Mark Sirard

☐ yes

☒ no

2) Tiffany Ballard

☐ yes

☒ no

3) _____

☐ yes

☐ no

4) _____

☐ yes

☐ no

Principal Approval [Signature]

Date 4/20/15

Risk Management Approval (Unusual Activities) [Signature]

Date 4/23/15

Segment Administrator Approval [Signature]

Date 4-21-15

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

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

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

TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

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

REQ #

Request to Attend:

- ☒ Conference/Workshop
☐ Business Meeting

Purpose for Attending:

- ☐ Professional Development
☐ Continued Education Credits Earned

School/Department **LEONARDO DA VINCI**

Date **12-08-2014**

Date(s) of Event **06/04/2015-06/06/2015**

Location **ASHLAND, OREGON**

Event Title (attach brochure) **SHAKESPEARE FESTIVAL 2015**

Purpose* **FIELD TRIP: Shakespeare club to see plays and attend educational workshops.**

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

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

How will this activity/event be used and shared?

Name of Attendee(s)
(attach sheet for additional attendees)

Position

Substitute
(Y/N)**

No. of Days
Required

Budget Code
(for substitute)

Mark Sirard	Language Arts	Yes	3	01-0000-0-1102-10-1110-1000-000-0151-000
Stan Adrolowicz	Science	Yes	3	01-0000-0-1102-10-1110-1000-000-0151-000
		No		
		No		
		No		

☐ Additional Attendees Attached

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

Approvals:

Principal/Department Head Signature & Print Name

Date

Cabinet Level or Designee Signature

Date

Chief Business Officer Signature

Date

Superintendent or Designee Signature

Date

District cost for all attendees (estimate)

Registration Fee *** **0.00**

Meals included? ☐

B ☐ L ☐ D ☐

Lodging _____

Transportation _____

Meals _____

Other _____

TOTAL \$ **0.00**

☐ Categorical

Budget Code(s):

☐ General Fund/Unrestricted

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

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

Requisition #

Dollar Amount

Registration Fee

Hotel

Airfare ****

Car Rental ****

**** If airfare or car rental is requested, send a copy of this form to Purchasing, Box 830



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1f

Meeting Date: May 21, 2015

Subject: Approve Resolution No. 2844: Delegating Duty to Accept Bids and Award Construction Contracts

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

Learning Support Unit/Department: Facilities Support Services

Recommendation: Approve and adopt Resolution No. 2844 Delegating Duty to Accept Bids and Award Construction Contracts.

Background/Rationale: The District opens bids for various school construction, modernization and deferred maintenance projects. Since the Governing Board's meeting schedule may not be complementary with the bid opening dates and delaying the award until the next available meeting date would cause unnecessary project delay, staff recommends that the Governing Board delegate to the Superintendent or designee the authority to accept bids meeting Public Contract and Education Code requirements for these projects, execute the contracts, and commence work without the Governing Board taking formal action on any such contracts. This practice has become a normal business process and has been approved by the Board in prior years. The effective dates are June 22 through August 31, 2015.

It is even more imperative this year due to the Emergency Repair Program and deadlines for completion.

Financial Considerations: N/A

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

Documents Attached:

1. Resolution No. 2844

Estimated Time of Presentation:

Submitted by: Cathy Allen, Chief Operations Officer

Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Resolution No.2844

BEFORE THE GOVERNING BOARD OF THE
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

RESOLUTION DELEGATING DUTY TO ACCEPT BIDS AND AWARD CONSTRUCTION CONTRACTS

WHEREAS, the Sacramento City Unified School District accepts bids and awards prime contracts for construction, modernization and deferred maintenance; and

WHEREAS, time is of the essence in accepting bids, awarding the contract and completing work on the school projects, or rejecting bids as appropriate; and

WHEREAS, regular meetings of the Board of Education may not be held on a schedule consistent with the bid opening dates for these projects;

BE IT RESOLVED THAT the Superintendent or his designee is delegated the authority to act on behalf of the Board of Education to award and execute prime contracts to bidders meeting Public Contract and Education Code requirements, or reject bids as appropriate; and

BE IT FURTHER RESOLVED THAT should any bidder exceed the estimated cost for that prime contract, the Superintendent or designee may award and execute the contract for that work if the Superintendent or designee consults with the Assistant Superintendent, Facilities Support Services and determines that the bid should be accepted rather than rebidding the contract; and

BE IT FURTHER RESOLVED THAT any and all contracts entered into on behalf of the District pursuant to this resolution shall be reported to the board at the next regularly scheduled meeting following execution.

BE IT FURTHER RESOLVED THAT this Resolution is in effect June 22 through August 31, 2015.

State of California)
County of Sacramento)

PASSED and ADOPTED this 21st day of May, 2015, by the Board of Education of the Sacramento City Unified School District, State of California, by the following vote;

Ayes:

Noes:

Absent:

ATTESTED TO:

Darrel Woo, Board President

Date:

José L. Banda, Clerk of the Board



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1g

Meeting Date: May 21, 2015

Subject: Approve April 23, 2015, Board of Education Meeting Minutes

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

Division: Superintendent's Office

Recommendation: Approve Minutes of the Board of Education Meeting for April 23, 2015

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. April 23, 2015, Board of Education Meeting Minutes

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

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

Thursday, April 23, 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

2014/15-21

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:

Vice President Christina Pritchett
President Darrel Woo
Diana Rodriguez
Gustavo Arroyo
Jessie Ryan

Members Absent:

Second Vice President Jay Hansen
Ellen Cochrane

A quorum was reached.

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

Public Comment:

Ricardo Martinez, a Fourth grade Bowling Green, Chacon teacher, spoke representing the Steering Committee leaders. They have concerns with the Administrator taking on the leadership and decisions of all parties associated with the school. They feel they have reached out to the Board and not heard back. Parents are present tonight that will share their concerns and thoughts, and they do not want to be ignored. They did meet with the Superintendent, and he is sure he will update the Board.

Rebecca Reitnauer, a parent of a Fifth grader at Bowling Green, Chacon, is concerned because she has called the Principal several times and not received a call back. She feels the school has gone downhill since her son started at the school in Kindergarten and thinks she will take him out for Sixth grade. She had a meeting with the Principal in which she felt rushed and uncared for. A planned follow up meeting did not happen. She feels the current Principal does not engage with the students. She would like to know what is happening with the vote of confidence.

Mercedes Campa-Rodriguez, a parent of a First grade student and teacher at the school, chose the school for her daughter as she has confidence in the teachers. However, she feels the school environment has changed dramatically in the last year and a half for the worse. Students are no longer held to the high behavior expectations of the years past. She is concerned about several incidents occurring this year where students have repeatedly been given simple warnings for behavior that merits further consequence. She is also concerned that the Principal approved having a middle school summer program on the campus in addition to the regular summer school program when space prohibits this. She asked the Board to respect the vote of confidence which passed by 93 percent of the teachers that voted.

Rita Markstein, a Sixth grade teacher at Bowling Green, Chacon and Steering Committee facilitator, stated that their governance structure states that the Steering Committee is the main decision making body of the school. It approves all policy statements including the annual plan and school budget as well as monitors implementation of the charter annual school plan student achievement and assessments. For the first time in her fifteen years at the school, decisions made by the Steering Committee are not being respected by the Administrator. She asked the Board to please respect their vote.

Aimee O'Brien, a teacher at Bowling Green, Chacon and Steering Committee member, is concerned that the Administrator is not facilitating the open and honest relationship with the District that was held in the past. She feels the Steering Committee cannot comfortably make spending decisions as they are not given an up to date budget or honest information. They have also made decisions that are disregarded by the Administrator even though they have always offered him guidance. She said he has stated his preference to work autonomously, and, as a result, has stalled the progress of the school and put them in a contentious position with the District. She asked the Board to please honor their vote of confidence.

Sara Gilbert, a Second grade teacher at Bowling Green, Chacon, stated that she is in agreement with her Chacon colleagues that speak tonight and fully supports them. She noted that Chacon teachers are primarily veteran educators. She has been at the school for 14 years, and most teachers have been there many more years than that. She stated that they have been without educational leadership for two years. She gave some examples of this. In the best interests of teachers, students, and families, she feels it is best to obtain a new Administrator.

Patricia Enriquez spoke in Spanish without translation.

Chuck Snyder, a grandfather of two students at Bowling Green, Chacon and parent committee member, feels strongly that administration, teachers, and parents are not working together as a team. As a result, students are losing. He feels it is up to the Board to make the situation work, and he hopes it is handled in a way that no one is hurt by it.

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) *Chief Strategy Officer*

b) *Chief Information Officer*

c) *Area Assistant Superintendent (2 positions)*

d) *Principal, Tahoe Elementary School*

e) *Principal, New Technology High School*

f) *Principal, Kit Carson International Baccalaureate Middle Years and Diploma Program*

g) *Principal, John Morse Therapeutic Center*

h) *Principal, Arthur A. Benjamin Health Professions High School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:35 p.m. by President Woo.

Members Present:

President Darrel Woo

Vice President Christina Pritchett

Gustavo Arroyo

Diana Rodriguez

Jessie Ryan

Student Member Asami Saito

Members Absent:

Second Vice President Jay Hansen

Ellen Cochrane

The Pledge of Allegiance was led by Kaitlin Raymond, a Ninth grade student, and Kaylee Silber, a Tenth grade student. Both students are from Rosemont High School. A Certificate of Appreciation was presented by Vice President Christina Pritchett.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Jerry Behrens stated that he had no announcements, and he deferred to the Superintendent. Superintendent Banda announced appointments that were made. By unanimous votes of 5 to 0 with Second Vice President Hansen and Member Cochrane absent, the following appointments were made: Elliot Lopez – Chief Information Officer; Olga Arellano – Area Assistant Superintendent; Chad Sweitzer – Area Assistant Superintendent; Aprille Shafto – Principal at Tahoe Elementary School; Kenneth Durham, Jr. – Principal at New Technology High School; Santiago Chapa – Principal at Kit Carson Middle School; Stephanie Shaghnassy – Principal at John Morse Therapeutic Center; and Marla Clayton-Johnson – Principal at Arthur A. Benjamin Health Professions High 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 President Woo. The Board voted unanimously to adopt the agenda with Vice President Hansen and Member Cochrane absent.

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.

Xavier Ortiz, a student at Rosa Parks Middle School, would like to see Ethnic Studies courses offered in the District. He came to show his support for the Student Advisory Council's initiative asking for Ethnic Studies to be implemented as a high school graduation requirement.

Evian Acosta, student at Luther Burbank High School, spoke on the benefits he received from taking an Ethnic Studies course and gave reasons why such a course is beneficial to all. He feels the Board should consider making Ethnic Studies a high school graduation requirement.

Yoon Teurn, a student at Sacramento State, spoke in support of the Student Advisory Council's initiative asking for Ethnic Studies to be implemented as a high school graduation requirement.

Angela Sarte, a student at Sacramento State, explained why she is in support of the Student Advisory Council (SAC) initiative asking for Ethnic Studies to be a high school graduation course requirement.

Ramon Diaz spoke to support and introduce the resolution for Ethnic Studies now and approve a committee for the resolution. AB 101, a bill before the California Assembly Education Committee last March was recently passed. Woodland Joint Unified School District recently passed a resolution for Ethnic Studies.

Anna Molander is concerned about the recent change in the 2015-16 school year calendar and wonders why the District does not adopt calendars further into the future.

Grace Trujillo spoke about her son's experience at Sam Brannan Middle School and activities she has been a part of at the school.

Board Member Ryan thanked the youth that came out and spoke on Ethnic Studies. She said that research shows when students have access to Ethnic Studies you see increased retention, achievement, and reduced dropout rates. She is on the Board of the Chicano-Latino Youth Leadership Project, and they have four pillars of Culture, Community, College, and Career. They recognize that without teaching youth to understand their culture and connect to that identity, the strength that will come from that will allow development and growth academically to then seek college and see themselves as meaningfully contributing to communities and the world. Member Ryan also addressed Ms. Molander's comments about the school calendar for next year.

Student Member Saito thanked all the students that came to speak about Ethnic Studies. She said it really speaks to her fellow Board members when students come to talk about something they are passionate about and support.

President Woo also thanked the students and said that he was briefed by the Student Advisory Council earlier in the week. They will be presenting to the Board an Ethnic Studies curriculum for consideration on May 21st.

Superintendent Banda also thanked and applauded the student speakers for coming. He told them it is something that will be taken under consideration moving forward.

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 Kit Carson Middle School Field Trip to Washington, D.C. from May 25 – 29, 2015 (Lisa Allen and Mary Hardin Young)*
- 8.1d *Approve Sutter Middle School Field Trip to Boston, Massachusetts from May 17 – 22, 2015 (Lisa Allen and Mary Hardin Young)*
- 8.1e *Approve Albert Einstein Field Trip to Ashland, Oregon from June 4 – 6, 2015 (Lisa Allen and Mary Hardin Young)*
- 8.1f *Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of March 2015 (Gerardo Castillo, CPA)*
- 8.1g *Approve Resolution No. 2834: Resolution Regarding Board Stipends (Darrel Woo)*
- 8.1h *Approve Minutes of the March 19, 2015, Board of Education Meeting (José L. Banda)*
- 8.1i *Approve Minutes of the April 6, 2015, Special Board of Education Meeting (José L. Banda)*

Public Comment:

None

Board Member Comments:

None

President Woo asked if there was a motion to approve the consent agenda. A motion was made by Vice President Pritchett and seconded by Member Ryan. The motion was approved unanimously with Vice President Hansen and Member Cochrane absent.

Superintendent Banda then acknowledged Carol Mignone for stepping out of retirement for the past few months to help accomplish an immense amount of work with staffing issues and to work with our labor partners. The Superintendent said he feels very lucky that Ms. Mignone accepted the invitation and that she did a spectacular job.

9.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 9.1 Approve Resolution No. 2835: Renewal of the Charter for Yav Pem Suab Academy (Sue Lee) **Action**

Dr. Lee was joined by Ed Sklar, legal counsel assisting with Charter Oversight; Lee Yang, Superintendent of Urban Charter Schools Collective; Vince Xiong, Principal of Yav Pem Suab Academy; Megan Lao, Business Manage Officer of Yav Pem Suab; Dr. Dennis Mah, Board of Director of Urban Charter Schools Collective; and Dr. Lance Fang. Dr. Lee provided staff's findings and recommendation for Yav Pem Suab Academy.

Public Comment:

None

Board Member Comments:

Member Arroyo moved to approve the charter. President Woo seconded, and the motion passed unanimously with Vice President Hansen and Member Cochrane absent.

Member Rodriguez congratulated Yav Pem Suab Academy on their renewal, and she looks forward to another five years. She thanked the team for all of their dedication and for allowing the District to be a part of their success.

Member Ryan said that they obviously have created something very special, and hopes that the District may be able to replicate pieces of it in various places by drawing on their expertise. She is most impressed with their leadership around Restorative Justice and how they have instituted that in the fabric of all that they do within the school site. Member Ryan said she thinks we would be well served to that at each campus within Sacramento City Unified School District.

President Woo congratulated Yav Pem Suab Academy on their next five years and looks forward to working with the school as they bring together excellent education for children in the community.

President Woo then called a five minute recess.

- 9.2 Local Control and Accountability Plan Community Engagement Update (Gabe Ross) **Information**

Gabe Ross, with Tu Moua and Cathy Morrison, presented the update on their engagement efforts on the Local Control and Accountability Plan (LCAP) to date. They gave a recap of the first year LCAP, followed by information about the draft plan presented which will be taken out to the community for further input.

Public Comment:

Frank DeYoung of Hollywood Park Elementary School, and an LCAP committee member, spoke on the process of the LCAP committee. He is very impressed with where they are compared with last year, and feels they can really move forward with the current process. He asked that lessons learned from this committee be taken to the next committee.

Sue Vang, with Hmong Innovating Politics and a member of the LCAP Parent Advisory Committee, thanked the Superintendent for appointing her and Member Rodriguez for her assistance in the process. She agrees with the comments made by Mr. DeYoung regarding the work of the committee. She is part of two subcommittees within the committee, school climate and student populations. Tonight she commented on English language learners,

representing herself, April Ybarra, and Laura Rios. An English language learner that is not reclassified by Eighth grade, at the latest, is most likely unable to complete the a through g requirements and therefore not be able to enter into a university. At the District, there are over 10,000 English learners making up 22 percent of the student population. They have been reviewing student achievement data and programs and services for English learners. Research shows that it takes about six years to become proficient in another language. Therefore, an English learner that enters the District in Kindergarten should ideally be reclassified by Sixth grade. In reviewing the LCAP update, the Measurable Achievement Objectives (MAO) have decreased. Sacramento City Unified School District is currently not meeting the Federal MAO targets. The District has a reclassification rate of 11.1 percent, and although it has increased, it is still low. For example, Sacramento County Office of Education has a rate of 20 percent. They are looking at data to figure out where the gaps and grade levels are where students are not performing well. Ms. Vang then gave her own personal District experience as an example as she was reclassified in Sixth grade and feels it made a difference in her education and gave her an opportunity to attend U. C. Berkeley. She also feels the work in the LCAP Advisory Committee is much more comprehensive than what is happening in DELAC meetings, and she hopes the Board and District staff plan early so that the DELAC Committee can receive the same amount of attention and emphasis on the LCAP as is provided at this subcommittee.

Angela Sutherland, parent of a student at Hollywood Park Elementary School, spoke about her experiences as a committee member on the LCAP Advisory Committee. She feels the group is making good progress. She spoke specifically on her hopes for transparency of the plan and the engagement process. She also feels that DELAC needs better support. She would like to see frameworks created for future committees.

Grace Trujillo thanked Cathy Morrison for being a great facilitator. She also agreed with what Ms. Vang said, as she feels being identified early as an English learner is critical. She stated that personally, her focus is the budget, and she thanked Gerardo Castillo for spending time with her to go over it. Twenty percent of the budget will go toward unfunded liabilities. After fixed costs, only half of the LCAP funds will remain. She feels that five year projections should be required rather than two year.

Terrence Gladney, parent of a Fifth grade student at John Cabrillo Elementary School and a Junior at John F. Kennedy High School, spoke on the tremendous amount of time the LCAP Advisory Committee has spent working, along with staff. He feels engagement is highly important, and that a focus should be on student voice beyond the Student Advisory Council. He also thanked his fellow committee members for their work.

Darlene Anderson spoke on transparency. She feels that the District should do more outreach to the African American community. She feels that outreach used to happen through churches, but that has not happened in the last ten years. She also has concerns about zero tolerance toward student behavior and targeted versus school wide assistance. She feels that transparency is not met if discussions are not held about the group of students that are not successful.

Board Member Comments:

Student Member Saito thanked the presenters and commended the student that spoke during the meeting. She also appreciates when adults ask her for her opinion to make things better and appreciates that sometimes it is hard for young people to come out of their shell. Regarding English language learners, she appreciates that the District prints materials in many different languages. For some of her peers, English is not their first language, and she knows that they often do not like to speak in front of the class. But when she sees them speaking to other in their own language, it is apparent that they are highly verbal in their native language. Therefore, she notes that language can really block a sense of how one judges someone else.

Member Rodriguez thanked the LCAP Advisory Committee members for all of their dedicated work and for putting in their full effort. She has met with members outside of the meetings, and thanked those who met with her for taking the time to do that. She supports the statements that were made by Sue Vang; she represents a large population that is served in the District, and it is important that we do not forget about the Southeast Asian students. Member Rodriguez also emphasized the importance of ensuring that equity of information gets to the DELAC. She has concerns in hearing that we are not giving them the same equitable information as the LCAP

and said that this needs to be rectified as quickly as possible. She asks how we can improve engagement and outreach to the community and stated that the LCAP Public Education Volunteers (PEV) should have been engaged from the beginning. She asked how many PEVs we now have District wide. Mr. Ross answered that there is one hundred. Member Rodriguez stated that she wants to see progress on the DELAC that will get them engaged right away.

Member Ryan thanked the LCAP Parent Advisory Committee for their service. She also thanked the staff for their work. She referred to Mr. Gladney's comments about creating a welcoming environment. In comparing the LCAP community meeting that was held at the Serna Center to the La Familia event in December, the energy level was notable to her. One difference she noticed were a disproportionate ratio of staff to family. She then thanked Sue Vang for her personal example and said she feels the reclassification of English learners is a civil rights issue, and we need to focus on it in a meaningful way in the LCAP process. Each Board member received a letter that was put together by members of the Parent Advisory Committee asking the Board to focus on four priority recommendation areas of school climate, after school programs, counselors involved with college guidance and social work, and underserved populations. She feels that those focuses, ensuring that they are met, and the drafting of the LCAP plan is right on, and she also feels that we have to do service to the hard work of the Parent Advisory Committee by saying that we are going to seriously weigh those recommendations and incorporate them into the work that we do moving forward. She feels the bar being set now is either going to be the bar that will bring in many families moving forward or turn them away because they do not feel that their voices were heard.

Mr. Ross responded to Member Rodriguez and Member Ryan's comments. He noted that the process is a marathon and not a sprint, and he agrees with Member Ryan about different energy levels between different meetings. This is why they have said throughout the process that there have to be entry points for everybody. He believes the most authentic engagement is happening at school sites in people's personal networks. This is why the PEV process is the anchor of their strategy; it is the most authentic approve they have to engage all stakeholders. The Public Policy Institute of California (PPIC) just released a poll today that said Statewide approximately 64 percent of parents still do not feel they have enough information about the Common Core. This underscores the scope of the work to some degree which is not to say we cannot and do not need to do better, because of course we always do. Mr. Ross stated he is extremely confident in the plan that has been laid out. It is modeled after the plan that was used last year that received lauds around the State for being leaders with regards to engagement on the LCAP. From the surveys that were given last year, feedback was given that people want to see the document itself. For this reason, the PEV process is later this year as it is being tailored around the draft plan. A lot of energy has been spent in creating a community guide so that there is a draft plan that is accessible. The Advisory Committee saw the guide last night, and he would love to get their feedback on it. He feels that when the Board is voting to approve the LCAP in June they will be proud of the work and the engagement they have done in this process. Regarding English learners, Mr. Ross assured the Board that they have not forgotten the DELAC; they came in mid-stream with the DELAC in this process and they continue to grow and improve. If you recall last year, there was not an Advisory Committee at all. This year, as Ms. Morrison mentioned, the Board wisely chose to make sure that the Advisory Committee was representative, not just of parents in general, but specifically of parents of all subgroups, including English learner representation. Mr. Ross went on to say that we have been victims of our own success to a certain extent in that the LCAP Advisory Committee is gone so above and beyond what every other group in the State is doing that we set a high bar for ourselves with the DELAC, which is good problem to have. It is a bar that he is confident we will meet and exceed in the future. He asks for collective patience as we grow and learn this process together and stated that we will continue to grow and improve, and he thanked the Board for their comments.

President Woo said thank you to the staff and also parents and members of the community. He recognizes that we are leaps and bounds ahead of many other school districts. We are really doing superior work and other districts are amazed at the work we do. It is not perfect, but he recognizes that each year it will get better and

better. He appreciates everyone's efforts and thanked Mr. Ross for the update.

Mr. Ross said that Board members are welcome to participate in the PEV training. They would love to capitalize on Board member networks and relationships and so will send the information to the Board.

Member Rodriguez said she would love to take the training, but as she is taking a class out of town at USC, she will not be able fit it in. However, she would welcome a phone call or meeting so that she can give her contacts.

- 9.3 *Approve Resolution No. 2830: Authorizing the Issuance and Negotiated Sale of SCUSD General Obligation Bonds (Measure Q) (Election of 2012), 2015 Series C in an Amount Not to Exceed \$90,000,000 and Related Documents and Actions (Gerardo Castillo, CPA)* **Action**

Gerardo Castillo, Chief Business Officer, introduced Jeff Small of Capital Public Finance Group, LLC. There were no changes from the presentation that was given on April 9, 2015. Mr. Small summarized that presentation. Bruce Kerns, managing director of Stifel Financial Corporation was also present. Mr. Small reported that the bond issue is on schedule and unchanged in any way. They recommend that the Board approve Resolution No. 2830 to authorize the issuance of the ninety million dollars of general obligation bonds paid by taxpayers that was brought to the Board as an information item on April 9, 2015. They are within budget. The resolution does approve certain documents in form; a Paying Agent agreement which prescribes the terms of the bonds, a Preliminary Official Statement, or offering document, that's given to investors that describes the bonds to be sold, as well as a Continuing Disclosure Certificate which identifies certain responsibilities that the District has to communicate information to investors in the future, and a Bond Purchase Agreement with Mr. Kerns firm.

Public Comment:

None

Board Member Comments:

None

President Woo asked for a motion. Member Rodriguez made a motion to approve Resolution No. 2830 which was seconded by Member Arroyo. The motion passed unanimously with Vice President Hansen and Member Cochrane absent.

- 9.4 *Approve Dual Enrollment Resolution #2833: Support for College and Career Access Pathways Act Assembly Bill 288 (José L. Banda)* **Action**

The Superintendent explained that this is a resolution to approve dual enrollment and it also supports the College and Career Access Pathways Act Assembly Bill 288. He highlighted that the dual enrollment is viewed as a viable and effective method to prepare any student, even one who may have struggled academically and had no initial interest in pursuing post-secondary degree or credential to complete high school and be able to enter into college. It is about allowing a greater and more diverse segment of high school students to take on some community college courses while still enrolled in high school. It facilitates establishment of those dual enrollment partnerships which are so key. In Sacramento we have worked really hard to develop partnerships with higher education partners. This particular bill and this act would

make it possible to expand the college and career pathway opportunities for all students in the District. This is in line with what we've always had as one of our big goals, that is to make sure every student is prepared for college, career, and for life. Lastly, the dual enrollment partnership is viewed as a strategy to provide critical support for underachieving students, specifically those students from groups that are underrepresented in higher education.

Public Comments:

None

Board Member Comments:

Member Rodriguez said that she is extremely thrilled about this resolution as she has been talking about dual enrollment for many years. Therefore she moved to approve Resolution No. 2833. Member Ryan seconded the motion.

Member Ryan said that she has been following failed dual enrollment legislative initiatives for about ten years, so she is very excited about this. There is tremendous value in allowing a student to take courses at a community college while they are in high school. It is a very cost effective way to boost student achievement. Frankly, for many students who do not feel compelled to stay in school it can be a guiding light to keep them on track. She has had an opportunity to speak with Chancellor King about this, and she feels we are not only in a position to support legislation that would pass for the benefit of students statewide, but also to engage in a meaningful partnership in Sacramento with Los Rios Community College District. Therefore she strongly supports our weighing in on this and is happy that Superintendent Banda has brought this to the Board.

President Woo echoed that sentiment. The motion carried unanimously with Vice President Hansen and Member Cochrane absent.

10.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

10.1 Head Start/Early Head Start Reports

Public Comments:

None

Board Member Comments:

None

The Head Start/Early Head Start Reports were received.

11.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *May 7, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*
- ✓ *May 21, 2015, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

12.0 ADJOURNMENT

President Woo asked for a motion to adjourn the meeting; a motion was made by Student Member Asami and seconded by Vice President Pritchett. The motion was passed unanimously with Vice President Hansen and Member Cochrane absent, and the meeting was adjourned at 8:50 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: May 21, 2015

Subject: Approve Resolution No. 2843: Resolution Designating May as Physical Fitness and Sports Month

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

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve proposed resolution.

Background/Rationale: The Sacramento City Unified School District (SCUSD) recognizes that physical fitness and sports contribute significantly to the development of the whole child and influence student achievement. With the proposed resolution, the district confirms its commitment to promoting physical fitness and joins the nation in recognizing the month of May as Physical Fitness and Sports Month.

Financial Considerations: NA

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

Documents Attached:

1. Resolution 2843

Estimated Time of Presentation: 10 minutes

Submitted by: Olivine Roberts, Chief Academic Officer & Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José L. Banda, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2843

RESOLUTION DESIGNATING MAY AS PHYSICAL FITNESS AND SPORTS MONTH

WHEREAS, the month of May is designated as Physical Fitness and Sports Month in the United States; and

WHEREAS, research shows that fit and active children are more likely to thrive academically, have improved behavior in school, and better concentration; and

WHEREAS, moderate daily physical activity can substantially reduce the risk of developing or dying from cardiovascular disease, type II diabetes, and certain cancers; and

WHEREAS, the Institute of Medicine and the Department of Health and Human Services recommend that all schools provide at least 60 minutes per day of moderate to vigorous physical activity within the school day; and

WHEREAS, a decline in physical activity has contributed to the unprecedented epidemic of childhood obesity which has more than tripled in the United State since 1980 and now more than 1 in 3 children are overweight or obese; and

WHEREAS, teaching children about physical education and sports not only ensures that they are physically active during the school day, but also educates them on how to be physically fit, physically active and its importance for a life-time; and

WHEREAS, the social and environmental factors affecting children are in the control of the adults and the communities in which they live, and therefore this District shares a collective responsibility in cultivating and fostering student's that are emotionally, physically and academically fit;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education recognizes the importance of nurturing healthy, "physically fit" students; and encourages staff, parents, students, and community partners to engage in collaborative relationships that will promote health-related activities throughout the year.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 21st day of May, 2015, by the following vote:

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

Darrel Woo
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: May 21, 2015

Subject: 2015-2016 Governor's May Revision Budget Proposal

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

Division: Business Services

Recommendation: Receive information on the Governor's May Revision Budget Proposal for Fiscal Year 2015-2016 for actions required to effectively balance the 2015-2016 and 2016-2017 budgets.

Background/Rationale: The budget cycle is an evolutionary process that is refined as new information becomes available. As the district executes the current year budget, the process to develop the budget for the next fiscal year begins. The first event of the new budget cycle is the presentation of the Governor's Proposed Budget that becomes public in January of each year. The 2015-16 budget will be based on the Governor's May Revise Budget. Staff will attend a conference on May 19, 2015 to learn the details of the Governor's Proposal and present updated information to the Board.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Power Point Presentation to be provided at the Board meeting

Estimated Time of Presentation: 10 minutes

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.3

Meeting Date: May 21, 2015

Subject: Traditional School Attendance Calendar 2015-2016 Update and Future School Attendance Calendars

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

Division: Human Resource Services

Recommendation: This item on the Traditional School Attendance Calendar 2015-2016 update and future calendars is being provided in order to inform and gather feedback to assist in the future development of school attendance calendars.

Background/Rationale: The Traditional School Attendance Calendar for 2015-2016 was approved at the April 9, 2015 Board of Education meeting. The purpose of this additional agenda item today is to provide additional information, as well as to gather feedback to inform future traditional school attendance calendars.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. Sacramento City Unified School District Traditional School Attendance Calendar 2015-2016

Estimated Time of Presentation: 5 minutes

Submitted by: Cancy McArn, Chief Human Resource Officer
Human Resource Services

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Human Resource Services

Traditional School Attendance Calendar 2015-2016 Update and Future
School Attendance Calendars
May 21, 2015



I. OVERVIEW / HISTORY

The 2015-2016 Traditional School Calendar was approved by the Board of Education at the April 9, 2015 meeting. The Sacramento City Unified School District has traditionally started the school year after Labor Day. There has been a recent desire to more closely align the District's start date with surrounding districts. The negotiations for the 2015-2016 Traditional School Attendance Calendar were driven by the following:

- Approved Collective Bargaining Agreement (CBA) with the Sacramento City Teachers' Association (SCTA).
 - The contract language reads, "For the 2015-2016 school year, the required days of service shall be one hundred eighty-four (184) service days. September 2, 2015 and September 3, 2015, shall be non-instructional days. For the 2015-2016 school year, the first instructional day shall be September 8, 2015. The specific dates provided for in this section are subject to modification by the committee established by Section 5.14.1."
 - "Effective the 2014-2015 school year, a Calendar Committee shall be established. The Committee shall be made up of an equal number of appointees from SCTA and the District. The primary purpose of this committee shall be to explore the possibility of adjusting the start and end dates of the school year beginning with the 2015-2016, 2016-2017, and the 2017-2018 school years. The Committee will review the District's academic calendar, as well as the laws and regulations governing instructional minutes, and make recommendations to the District and SCTA for changes to be negotiated, if needed."
- Requirement by California Department of Education (CDE) to increase the number of instructional days to 180 in the 2015-2016 school year; thus the District needed to increase the number of instructional days by two (2).
- The desire to begin the school year prior to Labor Day in order to more closely align with surrounding districts.

II. DRIVING GOVERNANCE

The development and offering of a Traditional School Attendance Calendar is essential in the work related to Pillar 1: Career and College Ready Students, Pillar 2: Family and Community Engagement, and Pillar 3: Organizational Transformation.

Board of Education Executive Summary

Human Resource Services

Traditional School Attendance Calendar 2015-2016 Update and Future
School Attendance Calendars
May 21, 2015



III. BUDGET

If the appropriate instructional days and instructional minutes are not provided, the District would receive a financial penalty that would impact the amount of funds received.

IV. GOALS, OBJECTIVES, AND MEASURES

The District strives to provide multiple year calendars.

The SCTA contract adopted by the Board of Education on October 2, 2014 provided for a two year calendar, with the understanding that a joint committee would review instructional time and make suggested changes. As the committee began, it became clear that there was a need and desire to adjust the start and end dates.

V. MAJOR INITIATIVES

The development and implementation of calendars exist to support the work of the District.

VI. RESULTS

The District and SCTA were able to collaboratively develop the 2015-2016 Traditional Student Attendance Calendar, which was subsequently approved by the Board of Education at the April 9, 2015 meeting. This calendar meets the 180 instructional days requirement. The necessity of increased instructional days and the desire to begin prior to Labor Day, resulted in the 2015-2016 school year beginning September 3, 2015.

VII. LESSONS LEARNED / NEXT STEPS

This process took place within a very short timeframe due to pending due dates. While the District was able to collaboratively develop this calendar with SCTA, the District will work towards the implementation of a process that will allow for greater input with all stakeholders and provide information on subsequent school calendars as early as possible.



Human Resource Services

Traditional Attendance Calendar

2015 - 2016 School Year

JULY							AUGUST							SEPTEMBER							OCTOBER																		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S												
			1	2	3	4							1						*3•	4	5					1	2	3											
5	6	7	8	9	10	11		2	3	4	5	6	7	8		6	7	8	9	10	11	12		4	5	6	7	8	9	10									
12	13	14	15	16	17	18		9	10	11	12	13	14	15		13	14	15	16	17	18	19								16	17								
19	20	21	22	23	24	25		16	17	18	19	20	21	22		20	21	22	23	24	25	26								23	24								
26	27	28	29	30	31			23	24	25	26	27	28	29		27	28	29	30											30	31								
								30	31																														
Days: 0							Days: 0							Days: 19							Days: 22																		
NOVEMBER							DECEMBER							JANUARY							FEBRUARY																		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S												
1	2	3	4	5	6	7				1	2	3	4	5						1	2						1	2	3	4	5	6							
8	9	10	11	12	13	14		6	7	8	9	10	11	12		3	4	5	6	7	8	9									7	8	9	10	11	12	13		
15	16	17	18	19	20•	21		13	14	15	16	17	18	19		10	11	12	13	14	*15	16											14	15	16	17	18	19	20
22	23	24	25	26	27	28		20	21	22	23	24	25	26		17	18	*19	20	21	22	23										21	22	23	24	25	26•	27	
29	30•							27	28	29	30	31					24	25	26	27	28	29	30								28	29•							
Days: 15							Days: 14							Days: 19							Days: 19																		
MARCH							APRIL							MAY							JUNE																		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S												
			1	2	3	4	5					1	2							1	2						1	2	3	4									
6	7	8	9	10	11	12		3	4	5	6	7	8	9		1	2	3	4	5	6	7								5	6	7	8	9	10	11			
13	14	15	16	17	18	19		10	11	12	13	14	15	16		8	9	10	11	12	13	14								12	13	14	15	*16•	17	18			
20	21	22	23	24	25	26		17	18	19	20	21	22	23		15	16	17	18	19	20	21								19	20	21	22	23	24	25			
27	28	29	30	31				24	25	26	27	28	29	30		22	23	24	25	26	27	28								26	27	28	29	30					
Days: 18							Days: 21							Days: 21							Days: 12																		

Legend: * Semester Begins and Ends • Trimester Begins and Ends School Month Ends

RED School Holidays / Other Days Not in Session
PURPLE Non-Instructional Day/Faculty Work Day

Full and Shortened Days	180
Common Planning Time	3
Faculty Work Day	1
Total Service Days	184



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 11.1

Meeting Date: May 21, 2015

Subject: Business and Financial Information

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

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale:

- Purchase Order Board for the Period of February 15, 2015 through March 14, 2015
- Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for March 1, 2015 through April 30, 2015

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Purchase Order Board for the Period of February 15, 2015 through March 14, 2015
2. Report on Contracts within the Expenditure Limitations Specified in Section PCC 20111 for March 1, 2015 through April 30, 2015

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent

Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B15-00690	SAMANTHA VELA	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	1,450.00
B15-00691	BIG R METALS	SUPPLIES AUTO MECHANICS PROGRAM AT JFK-GREENE	CAREER & TECHNICAL PREPARATION	01	500.00
B15-00692	Mary or Pasquale Cignarella	FEDERAL PROPORTIONMENT 2014-2015	SPECIAL EDUCATION DEPARTMENT	01	1,406.00
B15-00693	WESTERN TOOL & SUPPLY	BLANKET ORDER/ROBOTICS - WESTERN TOOL AND SUPPLY	JOHN F. KENNEDY HIGH SCHOOL	01	1,000.00
B15-00694	MIKE & SONS TRUCK REPAIR	SCHOOL BUS LOF - MIKE & SON'S	TRANSPORTATION SERVICES	01	5,000.00
B15-00695	ALL WEST COACHLINES INC	BLANKET PO FOR TRANSPORTATION	ROSEMONT HIGH SCHOOL	01	10,800.00
B15-00697	PEAK TECHNOLOGIES INC	SERVICE CONTRACT ON BOTH FOLDER/ SEALERS	INFORMATION SERVICES	01	3,780.84
B15-00698	FISHER SCIENTIFIC CO INC ACCT #719274-019	ADDITIONAL SCIENCE MATERIALS FOR SPECIAL PROJECT	C. K. McCLATCHY HIGH SCHOOL	01	760.00
B15-00699	SIRINA DUENAS	SETTLEMENT OAH: 2014080030	SPECIAL EDUCATION DEPARTMENT	01	9,750.00
B15-00700	Danielle Bentley	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	500.00
B15-00701	SIGNATURE REPROGRAPHICS	0122-404/FRUITRIDGE ES - FIRE ALARM REPLACEMENT	FACILITIES SUPPORT SERVICES	21	900.00
B15-00702	SIGNATURE REPROGRAPHICS	0822-404/MAINTENANCE - FIRE ALARM REPLACEMENT	FACILITIES SUPPORT SERVICES	21	900.00
B15-00703	MOONLIGHT CLEANERS	NJROTC UNIFORM CLEANING	LUTHER BURBANK HIGH SCHOOL	01	15,000.00
B15-00704	Les Schwab Tire Centers	MATERIALS AS NEEDED FOR MAINTENANCE-TIRES	FACILITIES MAINTENANCE	01	2,000.00
B15-00705	SIGNATURE REPROGRAPHICS	0272-405-0152 PARKWAY AC PAVING-ERP	FACILITIES SUPPORT SERVICES	21	7,500.00
B15-00706	SKASOL INC	HVAC SUPPLIES AND MATERIALS AS NEEDED	FACILITIES MAINTENANCE	01	8,000.00
CHB15-00388	U S BANK/SCUSD	BOARD OF EDUCATION MEMBER TRAVEL	BOARD OF EDUCATION	01	5,000.00
CHB15-00389	U S BANK/SCUSD	JANUARY 2015 CAL CARD CHARGES	CONSOLIDATED PROGRAMS	01	7,405.20
CHB15-00390	RAY MORGAN/SCUSD	CANON COPIER	NEW JOSEPH BONNHEIM	09	3,000.00
CHB15-00391	U S BANK/SCUSD	DECEMBER 2014 CAL CARD CHARGES	CONSOLIDATED PROGRAMS	01	1,422.43
CS15-00359	PREMIER MANAGEMENT GROUP, INC	0040-405-0131 CB WIRE MP STAGE ROOFING	FACILITIES SUPPORT SERVICES	21	6,138.42
CS15-00362	FOCUS ON FAMILY FOUNDATION	AFTER SCHOOL SUB-CONTRACTOR	YOUTH DEVELOPMENT	01	60,500.00
CS15-00363	JONATHAN BRIZUELA	CPR CLASSES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,710.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00365	HMR ARCHITECTS	0359-405-0150/TAHOE-WATER SUPPLY LINES/PAVING ERP	FACILITIES SUPPORT SERVICES	21	21,029.19
CS15-00366	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO CORP.	NEGOTIATIONS	ADMIN-LEGAL COUNSEL	01	7,075.25
CS15-00367	PREMIER MANAGEMENT GROUP, INC	0168-405-0142/JSLOAT DRAINAGE @ KINDERGARTEN-ERP	FACILITIES SUPPORT SERVICES	21	14,353.79
CS15-00368	PREMIER MANAGEMENT GROUP, INC	0139-405-0123/HARKNESS KITCHEN FLOORS/WARMERS-ERP	FACILITIES SUPPORT SERVICES	21	12,096.61
CS15-00369	FOLKLORICO CALLI DANCE ACADEMY	SCHOOL READINESS FAIR 2/28 PERFORMANCE	CHILD DEVELOPMENT PROGRAMS	12	275.00
CS15-00370	YOUA LO	SCHOOL READINESS FAIR 2/28/15 ENTERTAINMENT	CHILD DEVELOPMENT PROGRAMS	12	150.00
CS15-00371	HMR ARCHITECTS	0550-405-140/SAC CONCRETE REPAIRS SW OF CAMPUS ERP	FACILITIES SUPPORT SERVICES	21	119,247.19
CS15-00372	HMR ARCHITECTS	0520-405-0117/HIRAM JOHNSON HS - AC PAVING - ERP	FACILITIES SUPPORT SERVICES	21	175,376.39
CS15-00373	MATTHEW FABIAN MCF CONSTRUCTION SVCS.	703-0415/CA MS GYMNASIUM ADDITION	FACILITIES SUPPORT SERVICES	21	101,400.00
CS15-00374	HMR ARCHITECTS	0550-405-129/SAC AC PAVING @ E PARKING LOT ERP	FACILITIES SUPPORT SERVICES	21	63,969.66
CS15-00375	HMR ARCHITECTS	0420-405-0141/RPARKS-ASP HALT OVERLAY PLAY/GYM-ERP	FACILITIES SUPPORT SERVICES	21	75,808.54
CS15-00376	PREMIER MANAGEMENT GROUP, INC	0571-405-0133/CAP CITY AC PAVING & CONCRETE - ERP	FACILITIES SUPPORT SERVICES	21	85,034.25
CS15-00377	OHANA DANCE GROUP	SCHOOL READINES FAIR ENTERTAINMENT	CHILD DEVELOPMENT PROGRAMS	12	250.00
CS15-00378	LIONAKIS BEAUMONT DESIGN GROUP	0450-406/KIT CARSON MS RENO-PROGRAM/DESIGN	FACILITIES SUPPORT SERVICES	21	343,500.00
CS15-00379	SOKIKOM	COMMON CORE MATH PROGRAM SOFTWARE LICENSE/TRAINING	GOLDEN EMPIRE ELEMENTARY	01	3,152.00
CS15-00380	PREMIER MANAGEMENT GROUP, INC	0420-405-0116 ROSA PARKS ASPHALT WALKWAYS	FACILITIES SUPPORT SERVICES	21	4,251.92
CS15-00381	NATIONAL ANALYTICAL LAB INC	0272-405-0162/PARKWAY MP FLOOR/BASE REPLACE - ERP	FACILITIES SUPPORT SERVICES	21	575.00
CS15-00382	PREMIER MANAGEMENT GROUP, INC	0272-405-0154 PARKWAY MP WATER DAMAGE	FACILITIES SUPPORT SERVICES	21	8,370.06
CS15-00383	HMR ARCHITECTS	0420-405-0116/ROSA PARKS-ASPHALT WALKWAYS ERP	FACILITIES SUPPORT SERVICES	21	1,331.03
CS15-00384	SACRAMENTO THEATRE CO c/o EDUCATION PROGRAM	SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	42,500.00

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Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00385	HMR ARCHITECTS	0040-405-0131 CB WIRE MP BLDG-ROOFING	FACILITIES SUPPORT SERVICES	21	2,082.53
CS15-00386	PREMIER MANAGEMENT GROUP, INC	0111-405-0122 J MORSE PAVING / WALKWAYS	FACILITIES SUPPORT SERVICES	21	2,968.00
CS15-00387	WALLACE KUHL AND ASSOC INC	701-0525 JFK TRACK/FIELD INCREMENT 3-TEST/INSPECT	FACILITIES SUPPORT SERVICES	21	8,928.00
CS15-00388	GREAT VALLEY DESIGN, INC	0035-402/CAMELLIA-IRRIGATION (NATIVE HABITAT-GP	FACILITIES SUPPORT SERVICES	25	1,840.00
CS15-00389	WALLACE KUHL AND ASSOC INC	0520-405-0117/HJHS AC PAVING BLACK TOP- ERP	FACILITIES SUPPORT SERVICES	21	3,750.00
CS15-00390	PREMIER MANAGEMENT GROUP, INC	0040-405-0126 CB WIRE FENCING	FACILITIES SUPPORT SERVICES	21	30,360.35
CS15-00391	PREMIER MANAGEMENT GROUP, INC	0122-405-0135/FRUITRIDGE CEILING ROOMS/LIBRARY-ERP	FACILITIES SUPPORT SERVICES	21	47,205.33
CS15-00392	PREMIER MANAGEMENT GROUP, INC	0359-405-0119 TAHOE AC PAVING-ERP	FACILITIES SUPPORT SERVICES	21	29,473.45
CS15-00393	LIFEPATH WORKS, INC.	LIFEPATH WORKS, INC. SERVICE AGREEMENT/GRANT WRT	ACADEMIC ACHIEVEMENT	01	3,075.00
CS15-00394	HMC ARCHITECTS	0168-405-0142/JOHN SLOAT-DRAINAGE @ KINDER - ERP	FACILITIES SUPPORT SERVICES	21	5,013.33
CS15-00395	DEAN TANNEWITZ	DEAN TANNEWITZ PROFESSIONAL DEVELOPMENT	NEW JOSEPH BONNHEIM	09	800.00
CS15-00396	PREMIER MANAGEMENT GROUP, INC	0495-405-0100 WILL C WOOD PAVING/ASPHALT-ERP	FACILITIES SUPPORT SERVICES	21	19,607.82
CS15-00397	WARREN CONSULTING ENG INC	0272-405-0152 PARKWAY AC PAVING REPLACEMENT	FACILITIES SUPPORT SERVICES	21	6,100.00
CS15-00398	PREMIER MANAGEMENT GROUP, INC	0004-405-0120 ABIRNEY WD SHEL/COUTR TOP	FACILITIES SUPPORT SERVICES	21	6,065.82
CS15-00399	PREMIER MANAGEMENT GROUP, INC	0272-405-0163 PARKWAY GUARDRAILS	FACILITIES SUPPORT SERVICES	21	4,657.50
CS15-00400	WALLACE KUHL AND ASSOC INC	701-0525 JFK CONCESSION STAND INC 2-TEST/INSPECT	FACILITIES SUPPORT SERVICES	21	14,500.00
CS15-00401	NATIONAL ANALYTICAL LAB INC	0004-405-0120 ALICE BIRNEY WD SHEL, WD CNTRTOP	FACILITIES SUPPORT SERVICES	21	425.00
CS15-00402	SOREN BENNICK PRODUCTIONS	POWER OF ONE ASSEMBLY	JOHN CABRILLO ELEMENTARY	01	832.10
CS15-00403	PREMIER MANAGEMENT GROUP, INC	0520-405-0212 HJHS STAGE DRAPES & RIGGING	FACILITIES SUPPORT SERVICES	21	17,122.33
CS15-00404	PREMIER MANAGEMENT GROUP, INC	0272-405-0164/PARKWAY SITE FENCING - ERP	FACILITIES SUPPORT SERVICES	21	18,485.05
CS15-00405	HMC ARCHITECTS	0272-405-0162/PARKWAY-MP FLOORING/BASE REPLACE ERP	FACILITIES SUPPORT SERVICES	21	1,594.00
CS15-00406	HMC ARCHITECTS	0272-405-0160/PARKWAY - ROOF CANOPIES- ERP	FACILITIES SUPPORT SERVICES	21	4,711.81

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Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00407	HMC ARCHITECTS	0272-405-0154/PARKWAY-MP WATER DAMAGE - ERP	FACILITIES SUPPORT SERVICES	21	3,881.64
CS15-00408	HMC ARCHITECTS	0272-405-0163/PARKWAY - GUARDRAILS - ERP	FACILITIES SUPPORT SERVICES	21	2,160.00
CS15-00409	HMC ARCHITECTS	0111-405-0121/JOHN MORSE - OTHER (DRAINAGE) - ERP	FACILITIES SUPPORT SERVICES	21	333.70
CS15-00410	HMC ARCHITECTS	0111-405-0122/JOHN MORSE - PAVING (WALKWAYS) - ERP	FACILITIES SUPPORT SERVICES	21	880.45
CS15-00411	HMR ARCHITECTS	0530-405-0203 LUTHER BURBANK HS-STAGE DRAPES & RIG	FACILITIES SUPPORT SERVICES	21	3,912.38
CS15-00412	PREMIER MANAGEMENT GROUP, INC	0272-405-0160 PARKWAY ROOF CANOPIES-ERP	FACILITIES SUPPORT SERVICES	21	10,159.88
CS15-00413	PREMIER MANAGEMENT GROUP, INC	0359-405-0124 TAHOE LIGHTS-KPODS/RACK & GATES	FACILITIES SUPPORT SERVICES	21	6,968.44
CS15-00414	PREMIER MANAGEMENT GROUP, INC	0390-405-0217/WOODBINE PORT REPAIRS/GUARDRAILS-ERP	FACILITIES SUPPORT SERVICES	21	13,839.97
CS15-00415	PREMIER MANAGEMENT GROUP, INC	0111-405-0146 JOHN MORSE CONC PAVING (EAST)	FACILITIES SUPPORT SERVICES	21	4,844.31
CS15-00416	PREMIER MANAGEMENT GROUP, INC	0272-405-0162 PARKWAY-AC PAVING PLACEMENT-ERP	FACILITIES SUPPORT SERVICES	21	3,329.25
CS15-00417	NATIONAL ANALYTICAL LAB INC	0535-401 NEW TECHNOLOGY ROOFING	FACILITIES SUPPORT SERVICES	21	625.00
CS15-00418	HMC ARCHITECTS	0111-405-0146/JMORSE CONCRETE PAVING (EAST) - ERP	FACILITIES SUPPORT SERVICES	21	2,154.96
CS15-00419	PREMIER MANAGEMENT GROUP, INC	0550-405-0261/SAC HS CONCRETE (N QUADRANT) - ERP	FACILITIES SUPPORT SERVICES	21	15,028.92
CS15-00420	PREMIER MANAGEMENT GROUP, INC	0272-405-0161/PARKWAY-SITE CONCRETE REPLACE - ERP	FACILITIES SUPPORT SERVICES	21	7,974.65
CS15-00421	KRISTY OSHIRO	TSUBAKI ENSEMBLE ASSEMBLY	GOLDEN EMPIRE ELEMENTARY	01	250.00
CS15-00422	BARBARA E. MEIXNER	HANDCHIME/CHORUS INSTRUCTION & ASSEMBLY PERFORM	CAMELLIA BASIC ELEMENTARY	01	325.00
CS15-00423	PREMIER MANAGEMENT GROUP, INC	0550-405-0128/SAC HS AC PAVING N. PARKING LOT-ERP	FACILITIES SUPPORT SERVICES	21	73,519.38
CS15-00424	PREMIER MANAGEMENT GROUP, INC	0550-405-0102/SAC HS - POOL REPAIRS - ERP	FACILITIES SUPPORT SERVICES	21	51,503.80
CS15-00425	PREMIER MANAGEMENT GROUP, INC	0272-405-0152 PARKWAY AC PAVING REPLACEMENT-ERP	FACILITIES SUPPORT SERVICES	21	47,003.45
CS15-00426	PATTY HARRINGTON	PATTY HARRINGTON PROFESSIONAL DEVELOPMENT	NEW JOSEPH BONNHEIM	09	4,268.00
CS15-00427	CLARK CONSULTING & TRAINING	KEVIN CLARK SERVICE AGREEMENT	EARL WARREN ELEMENTARY SCHOOL	01	33,500.00

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Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS15-00428	MARY V. GWALTNEY	PSYCH ASSESSMENT 11/18/14	SPECIAL EDUCATION DEPARTMENT	01	3,375.00
CS15-00429	THEATRE FOR CHILDREN, INC.	B STREET THEATRE PERFORMANCE	GOLDEN EMPIRE ELEMENTARY	01	800.00
CS15-00430	PREMIER MANAGEMENT GROUP, INC	0272-405-0153 PARKWAY WINDOW WALL SYSTEM-ERP	FACILITIES SUPPORT SERVICES	21	24,732.48
CS15-00431	NATIONAL ANALYTICAL LAB INC	0097-401-2 ABRAHAM LINCOLN ROOFING 2015	FACILITIES SUPPORT SERVICES	21	625.00
CS15-00432	HMC ARCHITECTS	0272-405-0164/PARKWAY - SITE FENCING - ERP	FACILITIES SUPPORT SERVICES	21	8,573.20
CS15-00433	HMC ARCHITECTS	0272-405-0153/PARKWAY-WI NDOW WALL SYSTEM - ERP	FACILITIES SUPPORT SERVICES	21	11,470.12
CS15-00434	GLORIA MELCHOR DBA GLORIA'S IN TERPRETING SVCS	TRANSLATION FOR PARENT MEETINGS	ETHEL I. BAKER ELEMENTARY	01	4,000.00
CS15-00435	ROCCSOLID ADVISEMENT	CONTRACTOR	YOUTH DEVELOPMENT	01	12,300.00
CS15-00436	PREMIER MANAGEMENT GROUP, INC	0139-405-0104 HW HARKNESS WALL TILE/FLR TILE	FACILITIES SUPPORT SERVICES	21	496.18
CS15-00437	WALLACE KUHL AND ASSOC INC	0571-405-0133 CAP CITY AC PAVING & CONCRETE	FACILITIES SUPPORT SERVICES	21	3,000.00
CS15-00438	CENTER FOR MULTICULTURAL COOPE	SUB-CONTRACTOR	YOUTH DEVELOPMENT	01	18,000.00
CS15-00439	ADABEL REYES	TUPE CONTRACTOR	YOUTH DEVELOPMENT	01	35,000.00
CS15-00440	CA DESIGN WEST ARCHITECTS INC	0032-401 CALEB GREENWOOD RR (1 BOYS & 1 GIRLS)	FACILITIES SUPPORT SERVICES	21	28,800.00
CS15-00441	SACRAMENTO YOUTH SYMPHONY	MOU with Sacramento Youth Symphony	ACADEMIC OFFICE	01	34,119.00
CS15-00442	ONE MILLION AOK	ANTIBULLY ASSEMBLY	PARKWAY ELEMENTARY SCHOOL	01	400.00
CS15-00443	PREMIER MANAGEMENT GROUP, INC	0148-405-0168 LEATAATA FLYD DRAIN/STRM DRAIN SYS	FACILITIES SUPPORT SERVICES	21	27,730.12
CS15-00444	PREMIER MANAGEMENT GROUP, INC	0431-405-0113 FERN BACON ASPHALT-FIRE LANE	FACILITIES SUPPORT SERVICES	21	42,225.80
CS15-00445	PREMIER MANAGEMENT GROUP, INC	0359-405-0150 TAHOE WATER LINE SUPPLY/PAVING	FACILITIES SUPPORT SERVICES	21	39,429.73
CS15-00446	UNIVERSITY ENTERPRISES INC OFF ICE OF RESEARCH/CONTRACTS	UNIVERSITY ENTERPRISE SERVICE AGREEMENT	RESEARCH & EVALUATION SERVICES	01	15,859.00
J15-00246	SAX ARTS AND CRAFTS INC	ART SUPPLIES FOR CLASSROOM	DAVID LUBIN ELEMENTARY SCHOOL	01	46.48
J15-00247	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	577.22
J15-00248	CLEAN SOURCE INC	JANITORIAL SUPPLIES	BOWLING GREEN ELEMENTARY	09	694.69
J15-00249	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	WOODBINE ELEMENTARY SCHOOL	01	786.63

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Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00250	CLEAN SOURCE INC	GLOVES FOR NURSE @ PHI CENTER	SPECIAL EDUCATION DEPARTMENT	01	355.45
J15-00251	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SCHOOL WIDE SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	253.88
J15-00252	CLEAN SOURCE INC	CUSTODIAL SUPPLIES - START FUNDS	HOLLYWOOD PARK ELEMENTARY	01	705.89
J15-00253	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	HEADPHONES FOR COMPUTERS	HUBERT H BANCROFT ELEMENTARY	01	102.53
J15-00254	OFFICE DEPOT/EASTMAN ACCT. #89 574939	school supplies	JOHN H. STILL - K-8	01	480.22
J15-00255	RISO PRODUCTS OF SACRAMENTO	RISO MASTER ROLLS	AMERICAN LEGION HIGH SCHOOL	01	243.04
J15-00256	OFFICE DEPOT/EASTMAN ACCT. #89 574939	WHITE BOARD	BOWLING GREEN ELEMENTARY	09	395.29
J15-00257	OFFICE DEPOT/EASTMAN ACCT. #89 574939	HEALTH ACADEMY PAPER	HIRAM W. JOHNSON HIGH SCHOOL	01	325.50
J15-00258	OFFICE DEPOT/EASTMAN ACCT. #89 574939	POSTAGE	SUTTERVILLE ELEMENTARY SCHOOL	01	67.03
J15-00259	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COMPUTER EQUIPMENT	WILLIAM LAND ELEMENTARY	01	158.38
J15-00260	CLEAN SOURCE INC	CUSTODIAL SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	943.51
J15-00261	CLEAN SOURCE INC	MASTERS AFTERSCHOOL PROG CLEANING	ISADOR COHEN ELEMENTARY SCHOOL	01	622.46
J15-00262	OFFICE DEPOT/EASTMAN ACCT. #89 574939	HEALTH AND MEDICAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	436.86
J15-00263	RISO PRODUCTS OF SACRAMENTO	INK FOR RISO	HOLLYWOOD PARK ELEMENTARY	01	103.08
J15-00264	CLEAN SOURCE INC	ACES SUPPORT	CAROLINE WENZEL ELEMENTARY	01	679.86
J15-00265	CLEAN SOURCE INC	START CUSTODIAL SUPPLIES	JOHN CABRILLO ELEMENTARY	01	799.57
J15-00266	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR PARENT ENGAGEMENT	PARENT ENGAGEMENT	01	115.85
J15-00267	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	LEATAATA FLOYD ELEMENTARY	01	999.17
J15-00268	RISO PRODUCTS OF SACRAMENTO	MASTERS AND INK FOR RISO EZ 2214	ABRAHAM LINCOLN ELEMENTARY	01	142.56
J15-00269	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	EARL WARREN ELEMENTARY SCHOOL	01	279.93
J15-00270	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTERS	ALICE BIRNEY WALDORF	01	143.22
J15-00271	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COMPUTER CARTS	SUSAN B. ANTHONY ELEMENTARY	01	867.89
J15-00272	GRAINGER INC ACCOUNT #80927635 5	EMERGENCY - NO LIGHTS IN PARKING LOT	NEW SKILLS & BUSINESS ED. CTR	11	146.37
J15-00273	OFFICE DEPOT/EASTMAN ACCT. #89 574939	FINANCIAL AID AND NURSING	NEW SKILLS & BUSINESS ED. CTR	11	79.68

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00274	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	ABRAHAM LINCOLN ELEMENTARY	01	283.30
J15-00275	OFFICE DEPOT/EASTMAN ACCT. #89 574939	office supplies	JOHN H. STILL - K-8	01	1,284.51
J15-00276	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	HEADPHONES FOR COMPUTERS FOR TESTING	PETER BURNETT ELEMENTARY	01	509.52
J15-00277	OFFICE DEPOT/EASTMAN ACCT. #89 574939	JVC HA-X580 HEADPHONES	FERN BACON MIDDLE SCHOOL	01	448.86
J15-00278	OFFICE DEPOT/EASTMAN ACCT. #89 574939	INSTRUCTIONAL SUPPLIES	DAVID LUBIN ELEMENTARY SCHOOL	01	560.76
J15-00279	CLEAN SOURCE INC	CUSTODIAL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	449.51
J15-00280	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	MATSUYAMA ELEMENTARY SCHOOL	01	353.71
J15-00281	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	CAMELLIA BASIC ELEMENTARY	01	1,015.56
J15-00282	OFFICE DEPOT/EASTMAN ACCT. #89 574939	NEED PRINTER CARTRIDGES WHICH ARE RESTRICTED	NEW TECH	09	155.62
J15-00283	CDW-G C/O MICHAEL STILLE	TO ORDER CABLES FOR AIRPORT EXTREMES	JOHN BIDWELL ELEMENTARY	01	50.78
J15-00284	CLEAN SOURCE INC	CUSTODIAL SUPPLIES ASES FUNDED	ALBERT EINSTEIN MIDDLE SCHOOL	01	952.99
J15-00285	OFFICE DEPOT/EASTMAN ACCT. #89 574939	COMPUTER CARTS	SUSAN B. ANTHONY ELEMENTARY	01	173.58
J15-00286	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	998.20
J15-00287	GRAINGER INC ACCOUNT #80927635 5	EMERGENCY - NO LIGHTS IN BACK PARKING LOT	NEW SKILLS & BUSINESS ED. CTR	11	147.05
J15-00288	RISO PRODUCTS OF SACRAMENTO	riso-INK	MARK TWAIN ELEMENTARY SCHOOL	01	217.00
J15-00289	OFFICE DEPOT/EASTMAN ACCT. #89 574939	WIRELESS REMOT FOR CLASSROOM-J. VALDEZ	SUTTER MIDDLE SCHOOL	01	29.99
J15-00290	CDW-G C/O MICHAEL STILLE	CABLES FOR APPLE LAPTOPS	SUSAN B. ANTHONY ELEMENTARY	01	33.85
J15-00291	CLEAN SOURCE INC	CUSTODIAL SUPPLIES	CITY OF SACTO/4TH R PROGRAM	01	801.70
J15-00292	SPORT SUPPLY GROUP, INC.	RECREATIONAL SUPPLIES	CITY OF SACTO/4TH R PROGRAM	01	1,435.60
J15-00293	CLEAN SOURCE INC	AFTER SCHOOL PROGRAM CUSTODIAL SUPPLIES	PETER BURNETT ELEMENTARY	01	1,498.52
J15-00294	CLEAN SOURCE INC	CAN LINERS & CUPS (CUSTODIAL)	SPECIAL EDUCATION DEPARTMENT	01	277.76
J15-00295	OFFICE DEPOT/EASTMAN ACCT. #89 574939	WHITE COPY PAPER	SAM BRANNAN MIDDLE SCHOOL	01	768.18
J15-00296	OFFICE DEPOT/EASTMAN ACCT. #89 574939	SUPPLIES FOR GODBY & ZIMMERMAN - PTA	THEODORE JUDAH ELEMENTARY	01	63.46
J15-00297	OFFICE DEPOT/EASTMAN ACCT. #89 574939	Fax Machine	MARTIN L. KING JR ELEMENTARY	01	309.21

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
J15-00298	RISO PRODUCTS OF SACRAMENTO	SUPPLIES FOR RISO	DAVID LUBIN ELEMENTARY SCHOOL	01	447.02
J15-00299	MOORE MEDICAL CORP ACCT #17186 47	GLOVES/CHANGING TABLE PAPER	SPECIAL EDUCATION DEPARTMENT	01	408.53
J15-00300	MOORE MEDICAL CORP ACCT #17186 47	B9-PAPER FOR EXAM TABLE	LUTHER BURBANK HIGH SCHOOL	01	93.13
J15-00301	MOORE MEDICAL CORP ACCT #17186 47	NURSE STATION SUPPLIES	ROSEMONT HIGH SCHOOL	01	51.96
J15-00302	CLEAN SOURCE INC	AFTER SCHOOL CUSTODIAL SUPPLIES	ELDER CREEK ELEMENTARY SCHOOL	01	1,679.24
J15-00303	RISO PRODUCTS OF SACRAMENTO	RISO INK	ELDER CREEK ELEMENTARY SCHOOL	01	412.30
J15-00304	OFFICE DEPOT/EASTMAN ACCT. #89 574939	HANDHELD CALCULATORS FOR STUDENTS	SAM BRANNAN MIDDLE SCHOOL	01	1,699.11
P15-00245	SECC	BESTNET FIBER CONSTRUCTION	INFORMATION SERVICES	49	36,626.70
P15-00625	SECC	BESTNET FIBER CONSTRUCTION	INFORMATION SERVICES	21	1,382,258.96
P15-01152	U S BANK/SCUSD	VISITOR BADGES FOR SAFETY	GOLDEN EMPIRE ELEMENTARY	01	267.83
P15-01430	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PLS-5 SPANISH KITS	SPECIAL EDUCATION DEPARTMENT	01	905.17
P15-01941	SCHOLASTIC, INC. ORDER DESK	14-15 6TH GRADE PPRBK READERS	NICHOLAS ELEMENTARY SCHOOL	01	2,383.03
P15-02314	U S BANK/SCUSD	SCHOOL READINESS FAIR COSTUME 2/28/15	CHILD DEVELOPMENT PROGRAMS	12	223.17
P15-02316	MHS	PSYCH EVALUATION FORMS (CONNERS)	SPECIAL EDUCATION DEPARTMENT	01	696.57
P15-02317	U S BANK/SCUSD	MEDICAL THERAPY GAIT BELT; SAVED \$13.63	SPECIAL EDUCATION DEPARTMENT	01	48.62
P15-02318	FLAGHOUSE INC	MEDICAL THERAPY ITEMS	SPECIAL EDUCATION DEPARTMENT	01	49.99
P15-02319	ADAPTIVEMALL.COM, LLC	ADAPTIVE SEAT/STANDER (ESCOBAR)	SP ED - TECHNOLOGIST	01	5,492.81
P15-02320	PHONAK HEARING SYSTEMS	STUDENT HEARING SYSTEM (JUN)	SP ED - TECHNOLOGIST	01	2,166.51
P15-02322	ALEX ARRIAGA COVARRUBIAS	ALEX ARRIAGA COVARRUBIAS -REIMBURSTMENT	WEST CAMPUS	01	952.09
P15-02323	OFFICE DEPOT/EASTMAN ACCT. #89 574939	Epson Workfore WF-3620 WiFi Direct Printer	THE MET	09	184.44
P15-02324	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	MATSUYAMA ELEMENTARY SCHOOL	01	182.28
P15-02325	ACADEMIC THERAPY PUBLICATION H IGH NOON BOOKS	SPEECH EVAL FORMS	SPECIAL EDUCATION DEPARTMENT	01	380.16
P15-02326	EMC PARADIGM ATTN CUSTOMER CAR E	INSTUCTIONAL BOOKSALE ACCT. & PHARM. TECH. PROG	NEW SKILLS & BUSINESS ED. CTR	11	1,846.35

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02327	BSN SPORTS	P.E.(POLE VAULT/START BLOCK/LANDING PAD)	JOHN F. KENNEDY HIGH SCHOOL	01	9,726.47
P15-02328	GOPHER SPORT	PE SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	584.84
P15-02329	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVALUATION FORMS (WISC-IV)	SPECIAL EDUCATION DEPARTMENT	01	581.80
P15-02330	AKADEMA PROFESSIONAL	UNIFORM PURCHASE FOR BASEBALL	ROSEMONT HIGH SCHOOL	01	1,615.20
P15-02331	STATE OF CA FOOD DISTRIBUTION	4445 2/11/15 USDA APPLESAUCE	NUTRITION SERVICES DEPARTMENT	13	855.00
P15-02332	U S BANK/SCUSD	S-STEM ROBOTIC SYSTEM	LUTHER BURBANK HIGH SCHOOL	01	1,026.06
P15-02333	U S BANK/SCUSD	USB FOR STUDENTS	SAM BRANNAN MIDDLE SCHOOL	01	591.84
P15-02334	UNIVERSITY OF CALIFORNIA DAVIS	BOHART MUSEUM OF ENTOMOLOGY	LEATAATA FLOYD ELEMENTARY	01	270.00
P15-02335	DEMCO INC #C16027	Demco Modular Desk	THE MET	09	1,163.93
P15-02336	MOORE MEDICAL CORP ACCT #17186 47	NURSE SUPPLIES	CAROLINE WENZEL ELEMENTARY	01	45.69
P15-02337	CETACEA SOUND CORP	SPEAKERS FOR CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	725.89
P15-02338	U S BANK/SCUSD	THERMAL BINDING STRIPS FOR LIBRARIAN	JOHN F. KENNEDY HIGH SCHOOL	01	173.13
P15-02339	COUNTY OF SACRAMENTO ENVIRONME NTAL MANAGEMENT	SWIMMING POOL PERMIT	LUTHER BURBANK HIGH SCHOOL	01	392.00
P15-02340	FOLLETT SCHOOL SOLUTIONS	FOLLETT #7954857A	CAPITAL CITY SCHOOL	01	167.70
P15-02342	CALIFORNIA SURVEY & DRAFTING S UPPLY	WOODWORKING/CONSTRUC TION CLASSES-MR. WOODWARD	CAREER & TECHNICAL PREPARATION	01	6,550.52
P15-02343	DEMCO INC #C16027	LIBRARY SUPPLIES TO PROTECT BOOKS	ROSEMONT HIGH SCHOOL	01	130.26
P15-02344	AWARDS & MORE	CONFIRMING COMPLETED ORDER - TROPHIES	LUTHER BURBANK HIGH SCHOOL	01	1,248.85
P15-02345	NOODLE SOUP	ELECTRICAL SAFETY OUTLET PLUGS	CHILD DEVELOPMENT PROGRAMS	12	237.00
P15-02346	MIDAMERICA BOOKS	LIBRARY BOOKS MID AMERICA STUDENTS	ISADOR COHEN ELEMENTARY SCHOOL	01	1,661.31
P15-02347	OFFICE DEPOT/EASTMAN ACCT. #89 574939	RECORDERS FOR EVALS/MEETINGS	SPECIAL EDUCATION DEPARTMENT	01	292.92
P15-02348	OFFICE DEPOT/EASTMAN ACCT. #89 574939	OFFICE SUPPLIES - LAURI MAYFIELD	CHILD DEVELOPMENT PROGRAMS	12	72.19
P15-02349	GREEN SCREEN SYSTEMS INC	CORPORATE ACAD - GREEN SCREEN	HIRAM W. JOHNSON HIGH SCHOOL	01	370.65
P15-02350	U S BANK/SCUSD	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	PONY EXPRESS ELEMENTARY SCHOOL	01	452.31
P15-02351	B & H PHOTO	CAMERA & SUPPLIES FOR YEARBOOK & MEDIA CLASS	ROSEMONT HIGH SCHOOL	01	1,576.23

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02352	BATTERY SYSTEMS	BATTERY FOR CUSTODIAL ELECTRIC CART	LUTHER BURBANK HIGH SCHOOL	01	715.84
P15-02353	SOKIKOM	Math Intervention Program Training	JOHN H. STILL - K-8	01	4,000.00
P15-02354	FILEMAKER INC	Filemaker Renewal Software	THE MET	09	65.00
P15-02355	LIFE ASSIST INC	NURSING ASST PROGRAM-INSTURCTIONAL BOOKSTORE SALE	NEW SKILLS & BUSINESS ED. CTR	11	716.20
P15-02356	GRAINGER INC ACCOUNT #80927635 5	LIGHTBULBS - GREG DUNKLEY; SAVED \$332.38	CHILD DEVELOPMENT PROGRAMS	12	406.12
P15-02357	THOMAS JONES	WAWF - TRANSPORTATION FOR FIELD TRIP	LUTHER BURBANK HIGH SCHOOL	01	360.00
P15-02358	METRO MAILING SERVICE INC	POSTCARDS FOR ENROLLMENT - NOEL	CHILD DEVELOPMENT PROGRAMS	12	2,001.28
P15-02359	AMERICAN MOBILE SHREDDING INC	SHREDDING OF SENSITIVE DOCUMENTS	ROSEMONT HIGH SCHOOL	01	125.00
P15-02360	CAPITAL MECHANIC INC	TAHOE ROOM 13 HVAC INSTALLATION	FACILITIES MAINTENANCE	14	7,150.00
P15-02361	U S BANK/SCUSD	DRILLS, EQUIP/SUPPLIES FOR CONSTRUCTION CLASSES	CAREER & TECHNICAL PREPARATION	01	6,847.90
P15-02362	ALL WEST COACHLINES INC	CHARTER BUS TO YOLO BASIN	O. W. ERLEWINE ELEMENTARY	01	605.12
P15-02363	NASCO	PE EQUIPMENT	MARK TWAIN ELEMENTARY SCHOOL	01	763.58
P15-02364	NATIONAL AUTISM RESOURCES	PRESCHOOL CD ROM (VISUAL AID)	SPECIAL EDUCATION DEPARTMENT	01	52.79
P15-02365	SCHOLASTIC, INC. ORDER DESK	1st GRADE CLASSROOM BOOKS	MATSUYAMA ELEMENTARY SCHOOL	01	152.87
P15-02366	PRESTWICK HOUSE	GUIDANCE FOR WHEN BUILDING UNITS	ROSEMONT HIGH SCHOOL	01	249.90
P15-02367	THE WRITE TOOLS LLC	WRITE TOOLS MANUAL - NARRATIVE	WILLIAM LAND ELEMENTARY	01	185.58
P15-02368	EPIC SPORTS INC	VOLLEYBALL JERSEYS & SHORTS	HIRAM W. JOHNSON HIGH SCHOOL	01	846.28
P15-02369	RANDOM HOUSE	ART EXAMINATION COPIES	HIRAM W. JOHNSON HIGH SCHOOL	01	155.50
P15-02370	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CLASSROOM HEADPHONES (TUREM)	SPECIAL EDUCATION DEPARTMENT	01	39.82
P15-02371	SUPER DUPER PUBLICATIONS	CASL RECORD FORMS (SPEECH)	SPECIAL EDUCATION DEPARTMENT	01	364.56
P15-02372	DICK BLICK CUSTOMER #12751501	SHAPE TEMPLATES	SAM BRANNAN MIDDLE SCHOOL	01	47.96
P15-02373	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	FOR LISTENING CENTER - ROOM 1	JOHN BIDWELL ELEMENTARY	01	250.74
P15-02374	LANDMARK CONSTRUCTION	703-0415/CALIFORNIA MS GYMNASIUM ADDITION	FACILITIES SUPPORT SERVICES	21	2,590,450.50
P15-02375	COSTCO	SCHOOL READINESS FAIR FOOD FOR VENDORS	CHILD DEVELOPMENT PROGRAMS	12	818.36

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02376	BOBCAT OF CHICO	EQUIPMENT PURCHASE OF HEAVY DUTY BOBCAT	FACILITIES MAINTENANCE	49	48,375.00
P15-02377	DEPT OF GENERAL SERVICES	0495-405-0100 WILL C WOOD PAVING/ASPHALT DSA FEES	FACILITIES SUPPORT SERVICES	21	500.00
P15-02378	DEPT OF GENERAL SERVICES	0359-405-0119 TAHOE AC PAVING-DSA FEES	FACILITIES SUPPORT SERVICES	21	3,626.16
P15-02379	COTTON SHOPPE	TENNIS UNIFORMS	ROSEMONT HIGH SCHOOL	01	106.33
P15-02380	AMERICAN SOCIETY OF HEALTH SYS	ASHP/ACRREDITATION/PHAR MACY PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	2,300.00
P15-02381	DEPT OF GENERAL SERVICES	0431-405-0115 FERN BACON VCT FLRING DSA PLAN FEES	FACILITIES SUPPORT SERVICES	21	1,220.00
P15-02382	HERFF JONES INC	Herff Jones Diploma Order	THE MET	09	12.23
P15-02383	SCUSD / CENTRAL PRINTING	WH FORM(S) REPLENISHING 2014/15 SY	PURCHASING SERVICES	01	8,095.78
P15-02384	ELK GROVE UNIFIED SCHOOL DIST ATTN: ACCOUNTS RECEIVABLE	DEER CREEK HILLS FIELD TRIP/TRANSPORTATION	ETHEL I. BAKER ELEMENTARY	01	68.23
P15-02385	SACRAMENTO COUNTY	ADMIN/CNTY OF SAC ENVIRON MGMT DEPT-HAZERDOUS MAT	NEW SKILLS & BUSINESS ED. CTR	11	204.00
P15-02386	HAJOCA CORPORATION	MATSUYAMA WATER HEATER REPLACEMENT	FACILITIES MAINTENANCE	01	2,104.08
P15-02387	FIRST SOLUTIONS INC	HIRAM JOHNSON INSTALLATION OF DATA DROPS	FACILITIES MAINTENANCE	01	2,713.25
P15-02388	WESTERN BLUE CORPORATION	Projectors for Classrooms	ROSA PARKS MIDDLE SCHOOL	01	10,828.30
P15-02389	U S BANK/SCUSD	SDS Test and Research	THE MET	09	628.05
P15-02390	RISO PRODUCTS OF SACRAMENTO	INK/MASTERS EZ RISO	BG CHACON ACADEMY	09	1,114.56
P15-02391	CAPITAL MECHANIC INC	FR KB KENNY HVAC RMS C4,L4,I1,I2	FACILITIES MAINTENANCE	21	23,454.00
P15-02392	RISO PRODUCTS OF SACRAMENTO	SERVICE AGREEMENT RISO	DAVID LUBIN ELEMENTARY SCHOOL	01	850.00
P15-02393	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACT 2015	AMERICAN LEGION HIGH SCHOOL	01	425.00
P15-02394	RISO PRODUCTS OF SACRAMENTO	RISO SERVICE AGREEMENT	MATSUYAMA ELEMENTARY SCHOOL	01	425.00
P15-02395	RISO PRODUCTS OF SACRAMENTO	RISO EZ220 MAINTENACE CONTRACT	HIRAM W. JOHNSON HIGH SCHOOL	01	632.00
P15-02396	LONE STAR PERCUSSION	INSTRUMENT	SAM BRANNAN MIDDLE SCHOOL	01	2,497.24
P15-02397	NATIONAL PEN HOLDINGS	FLASHLIGHTS FOR SCHOOL SAFETY	BRET HARTE ELEMENTARY SCHOOL	01	54.40
P15-02398	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	EAR PHONES	MARK TWAIN ELEMENTARY SCHOOL	01	1,464.42
P15-02399	COMPREHENSIVE SECURITY SERVICE S INC	SCHOOL READINESS FAIR SECURITY SERVICES	CHILD DEVELOPMENT PROGRAMS	12	250.00

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P15-02400	BARNES & NOBLE BOOKSELLERS	READING BOOKS (MARKS)	SPECIAL EDUCATION DEPARTMENT	01	159.94
P15-02401	BARNES & NOBLE BOOKSELLERS	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	PONY EXPRESS ELEMENTARY SCHOOL	01	249.72
P15-02402	PEARSON EDUCATION INC	Classroom Literature	ROSA PARKS MIDDLE SCHOOL	01	1,025.42
P15-02403	APPLE COMPUTER INC K-12 EDUCATION	MACBOOK AIRE WITH CART	SAM BRANNAN MIDDLE SCHOOL	01	34,324.71
P15-02404	NWN CORPORATION	PRINTER	INTEGRATED COMMUNITY SERVICES	01	618.45
P15-02405	CDW-G C/O MICHAEL STILLE	ADMINISTRATOR LAPTOP REPLACEMENT	SPECIAL EDUCATION DEPARTMENT	01	1,739.32
P15-02406	APPLE COMPUTER INC K-12 EDUCATION	MACBOOK AIR (ROBERTS)	SP ED - TECHNOLOGIST	01	1,138.64
P15-02407	NWN CORPORATION	TO PURCHASE COMPUTERS	O. W. ERLEWINE ELEMENTARY	01	27,134.88
P15-02408	NWN CORPORATION	LAPTOP FOR BOND ACCTG SPCLST	ACCOUNTING SERVICES DEPARTMENT	49	2,304.96
P15-02409	APPLE COMPUTER INC K-12 EDUCATION	IPOD TOUCH	SAM BRANNAN MIDDLE SCHOOL	01	432.87
P15-02410	APPLE COMPUTER INC K-12 EDUCATION	APPLE IPADS	FERN BACON MIDDLE SCHOOL	01	4,973.72
P15-02411	CDW-G C/O MICHAEL STILLE	PRINTER	HIRAM W. JOHNSON HIGH SCHOOL	01	124.33
P15-02412	NWN CORPORATION	MONITORS (MARTYN/HARDY)	SPECIAL EDUCATION DEPARTMENT	01	550.50
P15-02413	U S BANK/SCUSD	COPIER SUPPLIES; SAVED \$29.17	PONY EXPRESS ELEMENTARY SCHOOL	01	252.91
P15-02414	U S BANK/SCUSD	INSTRUCTIONAL MATERIAL PHARMACY PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	168.67
P15-02415	PRECISION EXAMS	Precision Exams for HPHS	HEALTH PROFESSIONS HIGH SCHOOL	01	936.00
P15-02416	WESTERN PSYCHOLOGICAL SERVICES	OT EVALUATION FORMS (HANGER)	SPECIAL EDUCATION DEPARTMENT	01	477.40
P15-02417	SACRAMENTO THEATRE CO c/o EDUCATION PROGRAM	SACRAMENTO THEATRE COMPANY LPPA	C. K. McCLATCHY HIGH SCHOOL	01	750.00
P15-02418	U S BANK/SCUSD	EARBUDS FOR CAMPUS MONITOR STAFF	ROSEMONT HIGH SCHOOL	01	200.52
P15-02419	TIGER MEDICAL INC	GOLDEN EMPIRE REPLACEMENT HANDICAP LIFT	FACILITIES MAINTENANCE	01	7,192.14
P15-02420	DATAPORT SYSTEMS INC HITECHNIC .COM	KEN DAVIS @ SES SUPPLIES FOR ENGINEERING CLASSES	CAREER & TECHNICAL PREPARATION	01	1,210.34
P15-02421	A-1 EMBROIDERY	JCBA ACADEMY POLOS	HIRAM W. JOHNSON HIGH SCHOOL	01	3,967.92
P15-02422	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	2014-2015 SOCCER LEAGUE REGISTRATION FEE	GENEVIEVE DIDION ELEMENTARY	01	1,700.00
P15-02423	DEPT OF GENERAL SERVICES	02-68584 PARKWAY ES-DSA REOPEN FEES	FACILITIES SUPPORT SERVICES	21	3,602.71

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P15-02424	DEPT OF GENERAL SERVICES	0272-401/PARKWAY-RESTRO OM-DSA PLAN/FIELD REVIEW	FACILITIES SUPPORT SERVICES	21	4,200.00
P15-02425	ROSEMONT HIGH SCHOOL ASB CONTR OLLER'S OFFICE	FOOTBALL TRANSPORT WAS PAID THROUGH ASB	ROSEMONT HIGH SCHOOL	01	1,082.33
P15-02426	ALL WEST COACHLINES INC	ROTC TRIP	C. K. McCLATCHY HIGH SCHOOL	01	605.12
P15-02427	METRO LEAGUE c/o JOHN FLEMING	CIF METRO DUE	C. K. McCLATCHY HIGH SCHOOL	01	1,548.35
P15-02428	FORTRESS SYSTEMS INTERNATIONAL INC	GPS VIDEO & AUDIO RECORDING CAMERAS - FORTRESS SYS	TRANSPORTATION SERVICES	49	14,559.18
P15-02429	AMERICAN REFRIGERATION SUPPLY ACCT #172405	SERNA CENTER ICE MACHINE	FACILITIES MAINTENANCE	01	2,780.86
P15-02430	DEPT OF GENERAL SERVICES	0272-405-0160 PARKWAY ROOF CANOPIES-DSA FEES	FACILITIES SUPPORT SERVICES	21	434.00
P15-02431	DEPT OF GENERAL SERVICES	0520-405-0117/0118 HJHS AC PAVING/CONC REPAIRS	FACILITIES SUPPORT SERVICES	21	6,648.09
P15-02432	DEPT OF GENERAL SERVICES	0272-405-0161 PARKWAY SITE CONC REPLACE-DSA FEES	FACILITIES SUPPORT SERVICES	21	500.00
P15-02433	B&B LOCATING, INC.	0272-405-0152/PARKWAY-AC PAVING REPLACEMENT-ERP	FACILITIES SUPPORT SERVICES	21	3,000.00
P15-02434	CAPITAL MECHANIC INC	FKB KENNY HVAC UNIT	FACILITIES MAINTENANCE	21	6,000.00
P15-02435	HANNIBAL'S CATERING	LUNCH FOR PRINCIPALS CCSS MATH (GRANT)	ACADEMIC OFFICE	01	3,240.86
P15-02436	DEPARTMENT OF GENERAL SERVICES DIVISION OF STATE ARCHITECT	0032-401 CALEB GREENWOOD RR-DSA ACS FEES	FACILITIES SUPPORT SERVICES	21	1,200.00
P15-02437	ERIN HANSON	BOOKMARKS AND BROCHURES FOR IB CALEB TOURS	CALEB GREENWOOD ELEMENTARY	01	864.67
P15-02438	P & R PAPER SUPPLY COMPANY	4451 3/4/15 - TRAYS	NUTRITION SERVICES DEPARTMENT	13	22,258.80
P15-02439	P & R PAPER SUPPLY COMPANY	4452 3/18/15 - TRAYS	NUTRITION SERVICES DEPARTMENT	13	22,258.80
P15-02440	P & R PAPER SUPPLY COMPANY	4453 4/8/15 - TRAYS	NUTRITION SERVICES DEPARTMENT	13	22,258.80
P15-02441	P & R PAPER SUPPLY COMPANY	4454 4/22/15 - TRAYS	NUTRITION SERVICES DEPARTMENT	13	22,258.80
P15-02442	LAND O LAKES INC	4450 3/2/15 CHEESE	NUTRITION SERVICES DEPARTMENT	13	24,868.00
P15-02443	FOLLETT SCHOOL SOLUTIONS	AGS American Lit. Suplimental book & Material	CAPITAL CITY SCHOOL	01	2,650.06
P15-02444	GOPHER SPORT	PE EQUIPMENT	LEONARDO da VINCI ELEMENTARY	01	361.57
P15-02445	KENDALL HUNT PUBLISHERS	PURCHASE TEACHER MANUELS	JOHN BIDWELL ELEMENTARY	01	206.30
P15-02446	US POSTAL SERVICE	TO PURCHASE POSTAL STAMPS	JOHN BIDWELL ELEMENTARY	01	499.80

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02447	INSTRUMENTALIST	AWARDS FOR BAND/ORCHESTRA	ROSEMONT HIGH SCHOOL	01	122.04
P15-02448	BSN SPORTS	SOCCER UNIFORMS FOR AWAY GAMES	ROSEMONT HIGH SCHOOL	01	1,700.38
P15-02449	SCHOOLMATE INC	SCHOOLMATE FOLDERS FOR PRIMARY GRADES	ISADOR COHEN ELEMENTARY SCHOOL	01	240.00
P15-02450	BARNES & NOBLE BOOKSELLERS	BOOKS FOR ASPIRE	DEPUTY SUPERINTENDENT	01	51.38
P15-02451	SCANTRON CORPORATION	SOFTWARE SCAN TOOLS W/ APPLICATION MODULE	RESEARCH & EVALUATION SERVICES	01	2,240.53
P15-02452	WOODCRAFT 320	TOOLS, CABLES, DRILLS/SAW	CAREER & TECHNICAL PREPARATION	01	3,837.75
P15-02453	TALLY LIGHTS	STAND-CONSTRUCTION CL CAMERA TRICASTER USB CONTROLLER- J. HULL@L.BURBANK	CAREER & TECHNICAL PREPARATION	01	666.00
P15-02454	TALLY LIGHTS	CAMERA TRICASTER USB CONTROLLER- COLLINS@ROSEMONT	CAREER & TECHNICAL PREPARATION	01	1,317.00
P15-02455	BARNES & NOBLE BOOKSELLERS	PURCHASE OF BOOKS	SUCCESS ACADEMY	01	643.82
P15-02456	EE ATHLETICS LEAGUE	LEAGUE FEE	CAMELLIA BASIC ELEMENTARY	01	400.00
P15-02457	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PRINTERS FOR CLASSROOMS	H.W. HARKNESS ELEMENTARY	01	3,170.63
P15-02458	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PE EQUIPMENT	H.W. HARKNESS ELEMENTARY	01	384.76
P15-02459	UCS	FOAM PAD FOR HIGH JUMP	FERN BACON MIDDLE SCHOOL	01	1,056.62
P15-02460	GOPHER SPORT	Fuel Up to Play 60 Gopher Sports Equipment	HEALTH PROFESSIONS HIGH SCHOOL	01	489.80
P15-02461	SPORT SUPPLY GROUP, INC.	Fuel Up to Play 60 U S Games sports equipment	HEALTH PROFESSIONS HIGH SCHOOL	01	986.30
P15-02462	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE - BRAIN MODEL	HEALTH PROFESSIONS HIGH SCHOOL	01	329.84
P15-02463	GOPHER SPORT	STUDENT PHYSICAL EDUCATION EQUIPMENT	CAMELLIA BASIC ELEMENTARY	01	879.73
P15-02464	AVID READER	REPLACING BOOKS FOR BAKER (FREAKONOMICS)	NEW TECH	09	288.07
P15-02465	JOHN F KENNEDY HIGH SCHOOL ASB	REIMBURSE STUDENT ACTIVITIES FOR GRADUATION VENUE	JOHN F. KENNEDY HIGH SCHOOL	01	1,100.00
P15-02466	U S BANK/SCUSD	VACUUM	LUTHER BURBANK HIGH SCHOOL	01	430.47
P15-02467	NORTHSTAR AV	LCD REPLACEMENT BULBS; SAVED \$22.24	ALBERT EINSTEIN MIDDLE SCHOOL	01	792.96
P15-02468	NORTHSTAR AV	LAMPS FOR CLASSROOM PROJECTORS	HUBERT H BANCROFT ELEMENTARY	01	521.40

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02469	NORTHSTAR AV	EPSON POWERLITE REPLACEMENT LAMPS; SAVED \$223.01	CROCKER/RIVERSIDE ELEMENTARY	01	767.88
P15-02470	NATIONAL STUDENT CLEARINGHOUSE	STUDENT TRACKER HIGH SCHOOL	RESEARCH & EVALUATION SERVICES	01	4,250.00
P15-02471	PSAT/NMSQT	PSAT/NMSQT CONFIRMED-COMPLETE	GEO WASHINGTON CARVER	09	364.00
P15-02472	INLINE DIESEL REPAIR	WATER PUMP REPLACEMENT TO VEHICLE #65	FACILITIES MAINTENANCE	01	781.94
P15-02473	THE SHADE CARE COMPANY	CAMELLIA REMOVAL OF TREES	FACILITIES MAINTENANCE	01	3,360.00
P15-02474	DEPT OF GENERAL SERVICES	0097-401-4 ABE LINCOLN-HVAC ENTIRE CAMPUS DSA FEES	FACILITIES SUPPORT SERVICES	21	4,350.00
P15-02475	AMADOR STAGE LINES INC	Charter Bus - All City Honor Band rehearsal 2.6.15	ACADEMIC OFFICE	01	922.34
P15-02476	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	SOCCER LEAGUE FEES - BOYS TEAM	ENGINEERING AND SCIENCES HS	01	850.00
P15-02477	SAENZ LANDSCAPE CONSTRUCTION	0410-402/ALBERT EINSTEIN - NATIVE HABITAT- GP	FACILITIES SUPPORT SERVICES	25	29,394.00
P15-02478	NORTHSTAR AV	EPSON LIGHT BULBS	C. K. McCLATCHY HIGH SCHOOL	01	1,339.05
P15-02479	20TH CENTURY FOOD PRODUCTS	4458 3/10/15 RANCH DRESSING	NUTRITION SERVICES DEPARTMENT	13	3,244.15
P15-02480	20TH CENTURY FOOD PRODUCTS	4459 4/22/15 RANCH DRESSING	NUTRITION SERVICES DEPARTMENT	13	8,124.48
P15-02481	CAL TROPIC PRODUCERS INC	4460 3/24/15 TRPC ADV/MNT/RVR BLND	NUTRITION SERVICES DEPARTMENT	13	10,085.00
P15-02482	CAL TROPIC PRODUCERS INC	4461 3/24/15 MNT QUEST/RVR BLND	NUTRITION SERVICES DEPARTMENT	13	14,527.50
P15-02483	DON LEE FARMS	4462 3/12/15 BF PATTY/CHSEBRGR SLIDERS	NUTRITION SERVICES DEPARTMENT	13	11,083.70
P15-02484	DON LEE FARMS	4463 3/26/15 CORN DOGS/CHSEBRGR SLIDERS	NUTRITION SERVICES DEPARTMENT	13	17,155.60
P15-02485	DON LEE FARMS	4464 4/16/15 CORN DOGS/CHSEBRGR SLIDERS	NUTRITION SERVICES DEPARTMENT	13	22,044.10
P15-02486	DON LEE FARMS	4465 5/7/15 CORN DOGS/CHSEBRGR SLIDERS	NUTRITION SERVICES DEPARTMENT	13	21,257.81
P15-02487	EASTSIDE ENTREES INC. E S FOOD S INC.	4466 3/16/15 MAC & CHEESE	NUTRITION SERVICES DEPARTMENT	13	18,684.60
P15-02488	EASTSIDE ENTREES INC. E S FOOD S INC.	4467 4/9/15 BF STICK MEAL PKS	NUTRITION SERVICES DEPARTMENT	13	30,073.68
P15-02489	EASTSIDE ENTREES INC. E S FOOD S INC.	4468 4/29/15 BF STICK MEAL PKS	NUTRITION SERVICES DEPARTMENT	13	30,073.68
P15-02490	EASTSIDE ENTREES INC. E S FOOD S INC.	4469 5/21/15 BF STICK MEAL PKS	NUTRITION SERVICES DEPARTMENT	13	16,707.60
P15-02491	FATCAT SCONES	4470 3/24/15 APPLE CIN CHEWIE	NUTRITION SERVICES DEPARTMENT	13	15,400.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02492	LINGS	4476 3/27/15 - SPICY SICHUAN CHICKEN	NUTRITION SERVICES DEPARTMENT	13	10,690.80
P15-02493	JSB INDUSTRIES	4488 3/25/15 SUNBUTTER & GRAPE JELLY	NUTRITION SERVICES DEPARTMENT	13	19,431.00
P15-02494	JSB INDUSTRIES	4489 4/22/15 SUNBUTTER & GRAPE JELLY	NUTRITION SERVICES DEPARTMENT	13	18,036.00
P15-02495	JSB INDUSTRIES	4490 5/11/15 SUNBUTTER & GRAPE JELLY	NUTRITION SERVICES DEPARTMENT	13	18,036.00
P15-02496	NATES FINE FOODS	4477 3/17/15 ROTINI	NUTRITION SERVICES DEPARTMENT	13	4,838.40
P15-02497	SCHWANS FOOD SERVICE INC	4479 3/11/15 ORNGE CHICKEN/PIZZA	NUTRITION SERVICES DEPARTMENT	13	21,507.64
P15-02498	SCHWANS FOOD SERVICE INC	4480 3/25/15 PIZZA	NUTRITION SERVICES DEPARTMENT	13	16,711.57
P15-02499	SCHWANS FOOD SERVICE INC	4481 4/15/15 ORNGE CHICKEN/PIZZA	NUTRITION SERVICES DEPARTMENT	13	21,020.61
P15-02500	SCHWANS FOOD SERVICE INC	4482 4/29/15 PIZZA	NUTRITION SERVICES DEPARTMENT	13	9,529.57
P15-02501	TYSON FOODS	4494 3/20/15 CRISPITOS	NUTRITION SERVICES DEPARTMENT	13	9,315.00
P15-02502	TYSON FOODS	4495 4/8/15 TENDERS	NUTRITION SERVICES DEPARTMENT	13	17,121.00
P15-02503	TYSON FOODS	4496 4/17/15 CRISPITOS	NUTRITION SERVICES DEPARTMENT	13	9,804.90
P15-02504	TYSON FOODS	4497 4/28/15 TENDERS/BREADED CHICKEN	NUTRITION SERVICES DEPARTMENT	13	19,281.00
P15-02506	CLEAR SPRINGS FOODS INC	4500 3/12/15 BREADED TROUT	NUTRITION SERVICES DEPARTMENT	13	4,675.00
P15-02507	THE TONY ROBERTS COMPANY	4491 3/20/15 - CHEESE TOAST	NUTRITION SERVICES DEPARTMENT	13	8,544.00
P15-02508	THE TONY ROBERTS COMPANY	4492 5/1/15 - CHEESE TOAST	NUTRITION SERVICES DEPARTMENT	13	6,265.60
P15-02509	CARGILL INCORPORATED	4486 4/14/15 FRENCH TOAST STICKS	NUTRITION SERVICES DEPARTMENT	13	3,593.70
P15-02510	LA TAPATIA TORTILLERIA INC	4475 3/9/15 TACO SHELLS	NUTRITION SERVICES DEPARTMENT	13	3,999.50
P15-02511	SPIRITED FOODS	4483 3/16/15 FISH PATTY	NUTRITION SERVICES DEPARTMENT	13	4,025.00
P15-02514	SUNWEST FOODS INC	4487 3/12/15 BROWN RICE	NUTRITION SERVICES DEPARTMENT	13	4,336.40
P15-02515	STATE OF CA FOOD DISTRIBUTION	4499 2/27/15 USDA SLCD CHEESE	NUTRITION SERVICES DEPARTMENT	13	260.00
P15-02516	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	CLASSROOM SUPPLIES - CHRISTNA MARTINEZ, RM K1	CHILD DEVELOPMENT PROGRAMS	12	1,440.99
P15-02517	DISCOUNT SCHOOL SUPPLY FILE #7 3847	MAT/COT SEPARATORS - PATTI LEWKOWITZ	CHILD DEVELOPMENT PROGRAMS	12	164.35

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02518	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CLASS SUPPLIES-JOHN STILL	CHILD DEVELOPMENT PROGRAMS	12	652.87
P15-02519	DISCOUNT SCHOOL SUPPLY FILE #7 3847	SUPPLIES - JOHN STILL	CHILD DEVELOPMENT PROGRAMS	12	1,104.00
P15-02520	FOLLETT SCHOOL SOLUTIONS	ORDERING BOOKS FOR OUR BOOK CLUB	WILL C. WOOD MIDDLE SCHOOL	01	211.03
P15-02521	COMMITTEE FOR CHILDREN	SEL CURRICULUM	OFFICE OF INNOVATION	01	7,317.29
P15-02522	BARNES & NOBLE BOOKSELLERS	PLEASE RUSH! BOOKS FOR GATE PROGRAM	GIFTED AND TALENTED EDUCATION	01	65.19
P15-02523	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CLASS SUPPLIES-DISABILITIES FUNDS - KRISTA/LAURI	CHILD DEVELOPMENT PROGRAMS	12	118.48
P15-02524	BARNES & NOBLE BOOKSELLERS	FACILITATOR BOOKS FOR STAFF	DEPUTY SUPERINTENDENT	01	188.13
P15-02525	ADVANCEPIERRE FROZEN FOODS	4478 3/19/15 BEEF CRUMBLES	NUTRITION SERVICES DEPARTMENT	13	4,060.00
P15-02526	CENTRAL VALLEY OFFICE SUPPLY	INK AND TONER CARTRIDGES	BRET HARTE ELEMENTARY SCHOOL	01	302.51
P15-02527	U S BANK/SCUSD	COMMON CORE TEACHING MATERIALS-4TH GRADE	CAMELLIA BASIC ELEMENTARY	01	128.65
P15-02528	U S BANK/SCUSD	DIAPERS - CAP CITY, DEBORAH BARTON, RM 1	CHILD DEVELOPMENT PROGRAMS	12	99.60
P15-02529	EE ATHLETICS LEAGUE	ELEMENTARY BASKETBALL LEAGUE	HUBERT H BANCROFT ELEMENTARY	01	400.00
P15-02530	SPORT SUPPLY GROUP, INC.	PLAYGROUND EQUIPMENT-BALLS	LEONARDO da VINCI ELEMENTARY	01	77.33
P15-02531	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Crocker Riverside	LIBRARY/TEXTBOOK SERVICES	01	288.40
P15-02532	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-William Land	LIBRARY/TEXTBOOK SERVICES	01	596.62
P15-02533	LERNER PUBLISHING GROUP C/O SA RAH GROSS	Elementary Library Books-William Land	LIBRARY/TEXTBOOK SERVICES	01	293.56
P15-02534	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-William Land-David Lubin	LIBRARY/TEXTBOOK SERVICES	01	618.81
P15-02535	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	Elementary Library Books-Caleb Greenwood	LIBRARY/TEXTBOOK SERVICES	01	296.59
P15-02536	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Caleb Greenwood	LIBRARY/TEXTBOOK SERVICES	01	361.86
P15-02537	PRO ED PUBLISHING	PSYCH EVAL FORMS (GARS-2/MVPT-3)	SPECIAL EDUCATION DEPARTMENT	01	559.12
P15-02538	ACADEMIC THERAPY PUBLICATION HIGH NOON BOOKS	PSYCH EVAL FORMS (TAPS-3)	SPECIAL EDUCATION DEPARTMENT	01	534.63
P15-02539	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVAL FORMS (KABC-II/NNAT-A)	SPECIAL EDUCATION DEPARTMENT	01	2,145.16

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P15-02540	ACP DIRECT	TECHNOLOGY FOR CLASSROOMS	MARK TWAIN ELEMENTARY SCHOOL	01	451.86
P15-02541	U S BANK/SCUSD	URBAN ARMOR GEAR RED SURFACE PRO CASE	RISK MANAGEMENT	01	75.90
P15-02542	CALIFORNIA ASSOCIATION OF SKIL LSUSA INC	STUDENTS TO ATTEND SKILLS CONFERENCE	HIRAM W. JOHNSON HIGH SCHOOL	01	960.00
P15-02543	ACADEMIC THERAPY PUBLICATION H IGH NOON BOOKS	BRAINWAVE	JOHN MORSE THERAPEUTIC	01	382.56
P15-02544	SCREENPRINTING HERE	LAW ACADEMY UNIFORMS	HIRAM W. JOHNSON HIGH SCHOOL	01	6,104.57
P15-02545	U S BANK/SCUSD	AMAZON ORDER - BOOKS "HOW TO BE A SUPERHERO"	PACIFIC ELEMENTARY SCHOOL	01	215.46
P15-02546	SAFETYFIRST	FORKLIFT CERTIFICATION	NUTRITION SERVICES DEPARTMENT	13	435.00
P15-02547	TRIMARK ECONOMY RESTAURANT FIX TURES	COMMERCIAL CAN OPENERS	NUTRITION SERVICES DEPARTMENT	13	1,703.45
P15-02548	DEMCO INC #C16027	Library Supplies	ROSA PARKS MIDDLE SCHOOL	01	553.25
P15-02549	MACKIN EDUCATIONAL RESOURCES	CLASSROOM BOOK SETS	SUSAN B. ANTHONY ELEMENTARY	01	2,905.09
P15-02550	ORIENTAL TRADING CO INC	ORIENTAL TRADING CO - STUDENT GOAL SETTINGS	PACIFIC ELEMENTARY SCHOOL	01	163.87
P15-02551	SCREENFLEX PORTABLE PARTITIONS	PORTABLE CLASSROOM PARTITIONS	CAMELLIA BASIC ELEMENTARY	01	4,810.10
P15-02552	VERNIER SOFTWARE	CARRITHERS INTEGRATED UNIT	ENGINEERING AND SCIENCES HS	01	1,417.52
P15-02553	TEXAS INSTRUMENTS ATTN PURCHAS E ORDERS	PURCASHING BATTERIES FOR MATH TI CALCULATORS	WILL C. WOOD MIDDLE SCHOOL	01	43.98
P15-02554	WAREHOUSE PAINT INC	PAINT TO LINE SPORTS FIELDS	HIRAM W. JOHNSON HIGH SCHOOL	01	166.40
P15-02555	VIRCO MANUFACTURING CORP	REPLACING BROKEN CHARIS	O. W. ERLEWINE ELEMENTARY	01	2,062.17
P15-02556	SACRAMENTO REGIONAL TRANSIT DI STRICT FARE PREPAYMENT DEPT	RT TICKETS FOR LAW ACADEMY FIELD TRIP	HIRAM W. JOHNSON HIGH SCHOOL	01	90.00
P15-02557	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACT RENEWAL	ALBERT EINSTEIN MIDDLE SCHOOL	01	533.00
P15-02558	NORTHSTAR AV	83+ REPLACEMENT LAMPS	JOHN F. KENNEDY HIGH SCHOOL	01	1,241.80
P15-02559	GRAINGER INC ACCOUNT #80927635 5	SAFETY HARD HATS; SAVED \$248.25	FACILITIES SUPPORT SERVICES	01	175.77
P15-02560	JONES SCHOOL SUPPLY CO INC	Jones SPELLING BEE TROPHIES/ AWARD STICKERS	ISADOR COHEN ELEMENTARY SCHOOL	01	45.74
P15-02561	IVS COMPUTER TECHNOLOGIES	SMARTBOARD BULBS	O. W. ERLEWINE ELEMENTARY	01	601.97
P15-02562	U S BANK/SCUSD	CHALK FOR SOCCER/BASEBALL FIELDS	HIRAM W. JOHNSON HIGH SCHOOL	01	241.96

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02563	HEALTH CARE LOGISTICS 69053-1	INSTRUCTION PHARMACY PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	518.51
P15-02564	APPLE COMPUTER INC K-12 EDUCAT ION	TO PURCHASE AIRPORTS FOR SCHOOL	JOHN BIDWELL ELEMENTARY	01	1,747.94
P15-02565	APPLE COMPUTER INC K-12 EDUCAT ION	APPLE USB SUPERDRIVE	SAM BRANNAN MIDDLE SCHOOL	01	85.72
P15-02566	TRIMARK ECONOMY RESTAURANT FIX TURES	REPLACEMENT OF OLD FREEZERS AT VARIOUS SCHOOLS	NUTRITION SERVICES DEPARTMENT	13	62,302.92
P15-02567	TOOLS FOR SCHOOLS	4493 3/10/15 TEXAS TST	NUTRITION SERVICES DEPARTMENT	13	12,810.24
P15-02568	GENERAL MILLS	4473 3/18/15 CEREAL BARS	NUTRITION SERVICES DEPARTMENT	13	24,483.75
P15-02569	GENERAL MILLS	4474 3/6/15 PANCAKES/WAFFLES/BAGEL S	NUTRITION SERVICES DEPARTMENT	13	35,263.50
P15-02570	CDW-G C/O MICHAEL STILLE	DOCUMENT CAMERA; SAVED \$177.04	BOWLING GREEN ELEMENTARY	09	1,880.09
P15-02571	CDW-G C/O MICHAEL STILLE	CDW-G Chromebooks, LIC, Rec. Fee, Adapter Kit	THE MET	09	17,366.36
P15-02572	CDW-G C/O MICHAEL STILLE	CDW-G Bretford Chrom Charge Cart	THE MET	09	3,380.62
P15-02573	ACCURATE LABEL DESIGNS INC	Visitor Slips	MARK TWAIN ELEMENTARY SCHOOL	01	147.95
P15-02574	CURRICULUM ASSOCIATES LLC	I-READY READING/MATH SITE LICENSE	H.W. HARKNESS ELEMENTARY	01	9,900.00
P15-02575	FIRST STUDENT INC	FIELD TRIP CABRILLO, NICOLAS, COHEN SCH/SAC STATE	ACADEMIC ACHIEVEMENT	01	2,033.43
P15-02576	ELSEVIER INC	RESALE - MA CLASS	NEW SKILLS & BUSINESS ED. CTR	11	5,150.24
P15-02577	ACT PUBLICATIONS THE AMERICAN COLLEGE TEST PROG	ACT HS ELECTRONIC SCORES	RESEARCH & EVALUATION SERVICES	01	300.00
P15-02578	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Professional Library	LIBRARY/TEXTBOOK SERVICES	01	134.38
P15-02579	RISO PRODUCTS OF SACRAMENTO	RISO INK & MASTERS	PETER BURNETT ELEMENTARY	01	2,186.28
P15-02580	GLENDALE DRILL AMERICA	FLAGS FOR ROTC	HIRAM W. JOHNSON HIGH SCHOOL	01	138.25
P15-02581	ALPHA FIRED ARTS	KILN REPAIR	LUTHER BURBANK HIGH SCHOOL	01	267.32
P15-02582	B & H PHOTO	VIDEO EQUIPMENT FOR STUDENT USE	CAMELLIA BASIC ELEMENTARY	01	5,371.52
P15-02583	U S BANK/SCUSD	PE - BALLS & BUCKET	LUTHER BURBANK HIGH SCHOOL	01	39.97
P15-02584	BOONE BRIDGE BOOKS	BOONE BRIDGE BOOKS - BOOK PAYMENT	JAMES W MARSHALL ELEMENTARY	01	20.99
P15-02585	MENDES TRAINING & CONSULTING	BOOKS FOR READING SPECIALIST GROUP	SUTTERVILLE ELEMENTARY SCHOOL	01	289.81

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02586	DICK BLICK CUSTOMER #12751501	BLICK ORDER FOR HERRINGTON 2014 15 - 2	AMERICAN LEGION HIGH SCHOOL	01	32.94
P15-02587	DICK BLICK CUSTOMER #12751501	SUPPLIES FOR ART DEPARTMENT	JOHN F. KENNEDY HIGH SCHOOL	01	221.58
P15-02588	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	VOLLEYBALLS/SOCCER BALLS	ROSA PARKS MIDDLE SCHOOL	01	103.07
P15-02589	OFFICE DEPOT/EASTMAN ACCT. #89 574939	PAPER FOR AFTER SCHOOL ENRICHMENT (EL SUPPLIES)	JOHN F. KENNEDY HIGH SCHOOL	01	256.06
P15-02590	S & S	PLAYGROUND/SPORTS EQUIPMENT	JOHN D SLOAT BASIC ELEMENTARY	01	342.77
P15-02591	AMADOR STAGE LINES INC	TRANSPORTATION FOR TRACK AND FIELD 2-25-15	JOHN F. KENNEDY HIGH SCHOOL	01	942.89
P15-02592	ALL WEST COACHLINES INC	All West Coachlines for Mok Disaster Day	HEALTH PROFESSIONS HIGH SCHOOL	01	605.12
P15-02593	DEPT OF GENERAL SERVICES	0138 MLK DSA RE-OPEN FEES	FACILITIES SUPPORT SERVICES	49	500.00
P15-02594	SYSCO FOOD SVCS OF SACRAMENTO	4503 4/1/15 POTATO SMILES	NUTRITION SERVICES DEPARTMENT	13	8,636.22
P15-02595	AMS.NET INC C/O FREMONT BANK	ELDER CREEK FIBER CABLING	FACILITIES SUPPORT SERVICES	21	3,562.96
P15-02596	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	DODGE & PLAYGROUND BALLS	ROSA PARKS MIDDLE SCHOOL	01	843.86
P15-02597	WORLD OF GOOD TASTES INC LA BO U ACCT #	CONFIRMING COMPLETE REFRESHMENTS FOR MEETING	DEPUTY SUPERINTENDENT	01	850.00
P15-02598	MICHAELS TRANSPORTATION	SCIENCE STUDENTS TRANSPORT TO SMUD	ROSEMONT HIGH SCHOOL	01	800.00
P15-02599	WORLD OF GOOD TASTES INC LA BO U ACCT #	WORKSHOP REFRESHMENTS	STRATEGIC PLAN INITIATIVES	01	1,080.59
P15-02600	CENTER FOR ENERGY WORKFORCE D EVELOPMENT	EIF ASSESSMENT FEE	ROSEMONT HIGH SCHOOL	01	450.00
P15-02601	HANNIBAL'S CATERING	CONFIRMING COMPLETE REFRESHMENTS FOR MEETING	DEPUTY SUPERINTENDENT	01	579.40
P15-02602	DEPT OF GENERAL SERVICES	0272-405-0153 PARKWAY WINDOW WALL SYSTEM	FACILITIES SUPPORT SERVICES	21	1,050.00
P15-02603	ISABEL GOVEA	STAFF LUNCH REIMBURSEMENT	H.W. HARKNESS ELEMENTARY	01	428.00
P15-02604	ALL WEST COACHLINES	ANNUAL PARENT FIELD TRIP TO CSUS	WILL C. WOOD MIDDLE SCHOOL	01	1,706.80
P15-02605	JOHN DEERE LANDSCAPES	IRRIGATION MATERIALS	FACILITIES MAINTENANCE	01	1,383.11
P15-02606	REFRIGERATION SUPPLIES DIST IN	SAC HIGH AUDITORIUM BOILER	FACILITIES MAINTENANCE	01	602.91
P15-02607	MORGAN-NELS INDUSTRIAL SUPPLY	PLUMBING SHOP STOCK	FACILITIES MAINTENANCE	01	976.50

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02608	STATE BOARD OF EQUALIZATION ENVIRONMENTAL FEES DIVISION	BOARD OF EQUALIZATION GENERATOR FEES 2014	RISK MANAGEMENT	01	1,698.00
P15-02609	APPLE COMPUTER INC K-12 EDUCATION	LAPTOPS FOR SCHOOL/TEACHERS	SUTTER MIDDLE SCHOOL	01	13,155.32
P15-02610	CDW-G C/O MICHAEL STILLE	LAPTOP FOR ACADEMIC OFFICE	ACADEMIC OFFICE	01	1,127.92
P15-02611	CDW-G C/O MICHAEL STILLE	PRINTERS FOR CLASSROOM USE	ALBERT EINSTEIN MIDDLE SCHOOL	01	877.87
P15-02612	CDW-G C/O MICHAEL STILLE	INTERACTIVE PROJECTOR FOR ENROLLMENT CENTER	INFORMATION SERVICES	01	6,660.80
P15-02613	HEWLETT PACKARD ATTN PUBLIC SECTOR SALES	LAPTOPS FOR TESTING AND CLASSROOM USE	NEW JOSEPH BONNHEIM	09	22,035.54
P15-02614	APPLE COMPUTER INC K-12 EDUCATION	I-PADS FOR NEW BOARD MEMBERS COCHRANE & RYAN	BOARD OF EDUCATION	01	1,243.43
P15-02615	APPLE COMPUTER INC K-12 EDUCATION	APPLE MINI-DV1TO VGA ADAPTER CABLE	PETER BURNETT ELEMENTARY	01	786.63
P15-02616	ATHLETICS UNLIMITED	HJHS SOFTBALL UNIFORMS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,699.54
P15-02617	OFFICE DEPOT/EASTMAN ACCT. #89 574939	CHAIRS FOR NEW VP'S OFFICE	HIRAM W. JOHNSON HIGH SCHOOL	01	712.77
P15-02618	ORIENTAL TRADING CO INC	PAX INCENTIVES FOR STUDENTS	ETHEL I. BAKER ELEMENTARY	01	52.29
P15-02619	SUCCESS BY DESIGN	TO PURCHASE STUDENT PLANNERS	O. W. ERLEWINE ELEMENTARY	01	505.22
P15-02620	COMMITTEE FOR CHILDREN	SEL THEMED CHILDRENS BOOKS	O. W. ERLEWINE ELEMENTARY	01	75.00
P15-02621	LAKESHORE LEARNING CORP ATTENTION: JON BELL	TO PURCHASE LEVELED READERS FOR K-1	O. W. ERLEWINE ELEMENTARY	01	990.90
P15-02622	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CLASSROOM TIMERS	ROSA PARKS MIDDLE SCHOOL	01	197.45
P15-02623	APPLE COMPUTER INC K-12 EDUCATION	COMPUTERS/VGA ADAPTERS/USB SUPERDRIVES	SUSAN B. ANTHONY ELEMENTARY	01	9,988.07
P15-02624	ST HOPE SACRAMENTO CHARTER	ST HOPE CHARGES	AFTER SCHOOL SERVICES	01	2,171.51
P15-02625	THOMSON WEST ATTN: BRENDA JOHN SON-BELL	Thomson Reuters-West Legal Resources	ADMIN-LEGAL COUNSEL	01	288.08
P15-02626	SHERMAN GARNETT	Guidelines on Student Records Handbook	STUDENT SUPPORT AND FAMILY SERVICES	01	331.80
P15-02627	U S BANK/SCUSD	BLOWHORNS	LUTHER BURBANK HIGH SCHOOL	01	159.69
P15-02629	NORTHSTAR AV	PROJECTOR LAMPS	HIRAM W. JOHNSON HIGH SCHOOL	01	3,199.50
P15-02630	ASR-SACRAMENTO UNIFORMS	CJA - UNIFORMS/TROUSERS AND NAME TAGS	JOHN F. KENNEDY HIGH SCHOOL	01	1,555.20

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02631	ASR-SACRAMENTO UNIFORMS	CJA/UNIFORMS - SHIRTS, TIE BARS, BELTS, TROUSERS	JOHN F. KENNEDY HIGH SCHOOL	01	3,222.72
P15-02632	METRO MAILING SERVICE INC	FLYER PRINTING	ENGINEERING AND SCIENCES HS	01	683.65
P15-02633	SUSAN WOMACK	REIMBURSE SUZANNE FOR CANCELLED BALLET TICKETS	DEPUTY SUPERINTENDENT	01	645.00
P15-02634	SACRAMENTO COUNTY TREASURER-TA X COLLECTOR	0040-405-0125/SACRAMENTO COUNTY PERMIT FOR CB WIRE	FACILITIES SUPPORT SERVICES	21	950.00
P15-02635	WRIGHT CELEBRATIONS! INC	EQUIPMENT RENTAL FOR 2015 GRADUATION	FERN BACON MIDDLE SCHOOL	01	2,134.12
P15-02636	FRED XIONG C/O CHRISTOPHER THAO	SCHOOL READINESS AD FOR SCHOOL READINESS FAIR	CHILD DEVELOPMENT PROGRAMS	12	85.00
P15-02637	SCUSD/PETTY CASH CARD	REIMBURSE CALCARD CHARGED-STATEMENT JAN 2015	CAREER & TECHNICAL PREPARATION	01	49.99
P15-02638	PSAT/NMSQT	PSAT TESTING FEES	HIRAM W. JOHNSON HIGH SCHOOL	01	126.00
P15-02639	NASCO	NASCO ORDER 10-SIDED DICE	ETHEL I. BAKER ELEMENTARY	01	17.51
P15-02640	MIDAMERICA BOOKS	PAY ONLY!! HAVE ITEMS MID AMERICA BOOKS LIBRARY	ISADOR COHEN ELEMENTARY SCHOOL	01	901.58
P15-02641	CROWN LIFT TRUCKS	FORKLIFTS FOR WAREHOUSE FOOD DISTRIBUTION	NUTRITION SERVICES DEPARTMENT	13	35,723.68
P15-02642	CROWN LIFT TRUCKS	FORKLIFTS FOR WAREHOUSE FOOD DISTRIBUTION	NUTRITION SERVICES DEPARTMENT	13	55,950.33
P15-02643	HARRIS COMPUTER SYSTEMS	ADDTL KEYPADS FOR VARIOUS SCHOOL CAFETERIA	NUTRITION SERVICES DEPARTMENT	13	3,248.64
P15-02644	RISO PRODUCTS OF SACRAMENTO	INK FOR RISO'S	SUTTER MIDDLE SCHOOL	01	412.30
P15-02645	RISO PRODUCTS OF SACRAMENTO	RISO MASTERS AND INK CARTRIDGES	JOHN F. KENNEDY HIGH SCHOOL	01	1,773.98
P15-02646	ABA DABA RENTALS INC	SCHOOL READINESS FAIR	CHILD DEVELOPMENT PROGRAMS	12	4,883.57
P15-02647	TASTY BRANDS LLC	4504 3/18/15 PIZZA KITS, SANDWICHES	NUTRITION SERVICES DEPARTMENT	13	31,538.64
P15-02648	INTEGRATED FOOD SERVICE	4505 3/23/15 GR. CHSE / CHKN LITTLES	NUTRITION SERVICES DEPARTMENT	13	23,126.60
P15-02649	THE POPCORN MAN	4507 3/23/15 TAQUITOS	NUTRITION SERVICES DEPARTMENT	13	9,460.00
P15-02650	SIMCO FOODS	4508 3/26/15 CANNED PEACHES	NUTRITION SERVICES DEPARTMENT	13	25,464.25
P15-02651	APPLE & EVE	4506 4/7/15 - JUICE	NUTRITION SERVICES DEPARTMENT	13	20,668.96

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02652	P & R PAPER SUPPLY COMPANY	4509 3/9/15 - TRAYS	NUTRITION SERVICES DEPARTMENT	13	7,703.40
P15-02653	PACIFIC CHEESE CO INC	4521 3/24/15 CHED CHSE	NUTRITION SERVICES DEPARTMENT	13	4,521.09
P15-02654	BUNZL DISTRIBUTION CA LLC	4515 4/21/15 - KITCHEN SUPPLIES	NUTRITION SERVICES DEPARTMENT	13	2,882.50
P15-02655	ECOLAB INC CONTRACT SALES	4517 3/26/15 SANITIZER/SOAPS	NUTRITION SERVICES DEPARTMENT	13	11,582.65
P15-02656	CLEAR SPRINGS FOODS INC	4516 4/20/15 BREADED TROUT	NUTRITION SERVICES DEPARTMENT	13	8,415.00
P15-02657	INTEGRATED FOOD SERVICE	4518 4/21/15 GR. CHSE / CHKN LITTLES	NUTRITION SERVICES DEPARTMENT	13	19,881.70
P15-02658	ROSE & SHORE	4522 3/24/15 TRKY CHSE SAND/BAGELS	NUTRITION SERVICES DEPARTMENT	13	15,021.00
P15-02659	ROSE & SHORE	4523 5/5/15 TRKY CHSE SAND/BAGELS	NUTRITION SERVICES DEPARTMENT	13	14,877.00
P15-02660	SYSCO FOOD SVCS OF SACRAMENTO	4524 3/18/15 - SYRUP/CONDIMENTS/SEEDS	NUTRITION SERVICES DEPARTMENT	13	10,513.69
P15-02661	SYSCO FOOD SVCS OF SACRAMENTO	4525 3/20/15 MAYO/SCE/WAFFLE STX	NUTRITION SERVICES DEPARTMENT	13	9,234.25
P15-02662	SYSCO FOOD SVCS OF SACRAMENTO	4526 3/27/15 GLOVES/CRKRS/CHIPS	NUTRITION SERVICES DEPARTMENT	13	17,076.76
P15-02663	SYSCO FOOD SVCS OF SACRAMENTO	4527 4/8/15 - SYRUP/CONDIMENTS/CRKR S	NUTRITION SERVICES DEPARTMENT	13	11,996.60
P15-02664	SYSCO FOOD SVCS OF SACRAMENTO	4528 4/15/15 SCE/CRKRS/SEEDS	NUTRITION SERVICES DEPARTMENT	13	11,617.00
P15-02665	SYSCO FOOD SVCS OF SACRAMENTO	4529 4/22/15 BEANS/SCE/WAFFLE STX	NUTRITION SERVICES DEPARTMENT	13	15,206.72
P15-02666	SYSCO FOOD SVCS OF SACRAMENTO	4530 4/29/15 - CONDIMENTS/CRKRS/SEED S	NUTRITION SERVICES DEPARTMENT	13	15,117.10
P15-02667	SYSCO FOOD SVCS OF SACRAMENTO	4531 5/8/15 - SYRUP/SALSA/WAFFLE STX	NUTRITION SERVICES DEPARTMENT	13	16,172.20
P15-02668	TASTY BRANDS LLC	4532 4/10/15 PIZZA KITS, SANDWICHES	NUTRITION SERVICES DEPARTMENT	13	20,654.22
P15-02669	TASTY BRANDS LLC	4533 5/1/15 PIZZA KITS, SANDWICHES	NUTRITION SERVICES DEPARTMENT	13	20,654.22
P15-02670	TASTY BRANDS LLC	4534 5/22/15 PIZZA KITS, SANDWICHES	NUTRITION SERVICES DEPARTMENT	13	14,039.82
P15-02671	P & R PAPER SUPPLY COMPANY	4519 5/6/15 - TRAYS	NUTRITION SERVICES DEPARTMENT	13	22,258.80
P15-02672	P & R PAPER SUPPLY COMPANY	4520 3/20/15 - KITCHEN SUPPLIES	NUTRITION SERVICES DEPARTMENT	13	6,983.00
P15-02673	TREE TOP INC	4535 3/18/15 - APPLESAUCE CUPS	NUTRITION SERVICES DEPARTMENT	13	14,710.80
P15-02674	TREE TOP INC	4536 4/28/15 - STRAW APPLESAUCE CUPS	NUTRITION SERVICES DEPARTMENT	13	15,640.60
P15-02675	WALLACE PACKAGING LLC	4537 4/21/15 - SPORKS	NUTRITION SERVICES DEPARTMENT	13	18,272.80

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02676	PACIFIC CHEESE CO INC	4539 4/14/15 COLBY CHSE	NUTRITION SERVICES DEPARTMENT	13	9,926.00
P15-02677	STATE OF CA FOOD DISTRIBUTION	4540 4/6/15 USDA FRZN OJ	NUTRITION SERVICES DEPARTMENT	13	2,459.60
P15-02678	STATE OF CA FOOD DISTRIBUTION	4541 4/20/15 USDA FRZN OJ	NUTRITION SERVICES DEPARTMENT	13	2,080.00
P15-02679	TRIMARK ECONOMY RESTAURANT FIX TURES	KITCHEN EQUIPMENT(OVENS/FREEZE RS) FOR VARIOUS SITES	NUTRITION SERVICES DEPARTMENT	13	228,072.19
P15-02680	U S BANK/SCUSD	GAS GRILL FOR G.W.CARVER & THE MET	NUTRITION SERVICES DEPARTMENT	13	556.42
P15-02681	RISO PRODUCTS OF SACRAMENTO	RISO/GR1700 AGREEMENT	ETHEL I. BAKER ELEMENTARY	01	425.00
P15-02682	RISO PRODUCTS OF SACRAMENTO	RISO COPIER CONTRACT	PARKWAY ELEMENTARY SCHOOL	01	425.00
P15-02683	RISO PRODUCTS OF SACRAMENTO	RISO SERVICE AGREEMENT	HOLLYWOOD PARK ELEMENTARY	01	455.00
P15-02684	RISO PRODUCTS OF SACRAMENTO	RISO/RN2235 CONTRACT	FERN BACON MIDDLE SCHOOL	01	464.00
P15-02685	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT	LEONARDO da VINCI ELEMENTARY	01	515.00
P15-02686	MASTER COLOR PRINTING	***CONFIRMING*** Health Record folders, 40-09250	CENTRAL PRINTING SERVICES	01	2,609.22
P15-02687	HEINEMANN PUBLISHING	HEINEMANN, "BENCHMARK" ASSMNTS, E02776, E02796	SUTTERVILLE ELEMENTARY SCHOOL	01	9,253.13
P15-02688	LAKESHORE LEARNING CORP ATTENT ION: JON BELL	FULL INCLUSION CLASS SUPPLIES - RANDI ROBINSON	CHILD DEVELOPMENT PROGRAMS	12	317.98
P15-02689	PLAK SMACKER	TOOTHPASTE/TOOTHBRUSH - NURSE	CHILD DEVELOPMENT PROGRAMS	12	205.66
P15-02690	CONTINENTAL ATHLETIC SUPPLY	CONFIRMING COMPLETED ORDER - RECONDITION UNIFORM	LUTHER BURBANK HIGH SCHOOL	01	6,717.99
P15-02691	PASCO SCIENTIFIC INC	PHYSICS PROJECT SUPPLIES FOR HO/AHN	C. K. McCLATCHY HIGH SCHOOL	01	1,459.48
P15-02692	ARBOR SCIENTIFIC	PHYSICS SPECIAL PROJECT SUPPLIES HO/AHN	C. K. McCLATCHY HIGH SCHOOL	01	117.53
P15-02693	OFFICE DEPOT/EASTMAN ACCT. #89 574939	Butcher Paper holder for Rolls in the Office	PHOEBE A HEARST BASIC ELEM.	01	634.40
P15-02694	CAROLINA BIOLOGICAL SUPPLY CO	BIOLOGY SUPPLIES FONG	C. K. McCLATCHY HIGH SCHOOL	01	221.50
P15-02695	DEMCO INC #C16027	LIBRARY SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	450.35
P15-02696	JUNIOR LIBRARY GUILD	BOOKS FOR LIBRARY	LUTHER BURBANK HIGH SCHOOL	01	196.01
P15-02697	BARNES & NOBLE BOOKSELLERS	LIBRARY BOOKS	LUTHER BURBANK HIGH SCHOOL	01	191.46
P15-02698	FLINN SCIENTIFIC INC	CHEMISTRY PROJECT SUPPLIES WATKINS/GLUCKMANN/TAIT	C. K. McCLATCHY HIGH SCHOOL	01	1,569.69

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P15-02699	BOUND TO STAY BOUND BOOKS INC CUSTOMER #05634004	BOOKS FOR THE LIBRARY	BOWLING GREEN ELEMENTARY	09	2,296.96
P15-02700	CURRICULUM ASSOCIATES LLC	SUPPLEMENTAL INST. MATERIALS-PHONICS WORKBOOKS	JOHN CABRILLO ELEMENTARY	01	71.49
P15-02701	GOPHER SPORT	P.E. DODGEBALLS	SUSAN B. ANTHONY ELEMENTARY	01	203.89
P15-02702	SPORT SUPPLY GROUP, INC.	PE EQUIPMENT	ELDER CREEK ELEMENTARY SCHOOL	01	720.98
P15-02703	FOLLETT SCHOOL SOLUTIONS	Elementary Library Books-Caleb Greenwood	LIBRARY/TEXTBOOK SERVICES	01	247.02
P15-02704	TEKVISIONS, INC	BOLT UNIT COMPUTER REPAIR	NUTRITION SERVICES DEPARTMENT	13	658.45
P15-02705	CDW-G C/O MICHAEL STILLE	SURFACE PRO FOR BUDGET SERVICES	BUDGET SERVICES	01	1,154.98
P15-02706	U S BANK/SCUSD	DIAPERS FOR NURSES - CHIA CHA	CHILD DEVELOPMENT PROGRAMS	12	1,921.97
P15-02707	BARNES & NOBLE BOOKSELLERS	BAL LITERACY BOOKS FOR STAFF - COLLEEN RIDOLFI	CHILD DEVELOPMENT PROGRAMS	12	349.59
TB15-00037	FOLLETT EDUCATIONAL SERVICES	Elementary and Secondary Curriculum	CURRICULUM & PROF DEVELOP	01	87,857.45
Total Number of POs			557	Total	8,301,455.41

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	331	848,360.76
09	Charter School	19	60,093.45
11	Adult Education	10	11,277.07
12	Child Development	22	16,027.18
13	Cafeteria	86	1,487,904.55
14	Deferred Maintenance	1	7,150.00
21	Building Fund	81	5,737,042.56
25	Developer Fees	2	31,234.00
49	Capital Proj for Blended Compo	5	102,365.84
Total			8,301,455.41

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PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B15-00016	22,800.00	11-4310	Adult Education/Instructional Materials/Suppli	10,000.00
B15-00017	5,500.00	11-4310	Adult Education/Instructional Materials/Suppli	2,000.00
B15-00021	310,000.00	13-4710	Cafeteria/Food	150,000.00
B15-00022	33,800.00	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	31,200.00-
B15-00065	3,200.00	01-4320	General Fund/Non-Instructional Materials/Su	465.81
B15-00071	2,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B15-00084	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B15-00091	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00094	500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00-
B15-00100	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B15-00102	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00117	2,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
B15-00141	5,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B15-00150	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B15-00153	1,500.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B15-00161	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
B15-00322	18,000.00	11-4310	Adult Education/Instructional Materials/Suppli	3,623.63
		11-5800	Adult Education/Other Contractual Expenses	3,000.00
		Total PO B15-00322		6,623.63
B15-00357	8,700.00	01-5800	General Fund/Other Contractual Expenses	2,200.00
B15-00422	799.99	12-5690	Child Development/Other Contracts, Rents, Leases	299.99
B15-00458	2,225.00	01-5831	General Fund/Transportation-Parent Contract	925.00
B15-00462	3,000.00	01-5831	General Fund/Transportation-Parent Contract	1,600.00
B15-00489	8,996.75	01-5800	General Fund/Other Contractual Expenses	996.75
B15-00515	.00	01-4310	General Fund/Instructional Materials/Suppli	500.00-
B15-00537	110,000.00	01-5800	General Fund/Other Contractual Expenses	40,000.00
B15-00541	20,786.46	01-5832	General Fund/Transportation-Field Trips	5,000.00
B15-00547	2,400.00	01-4310	General Fund/Instructional Materials/Suppli	600.00
B15-00564	136,200.00	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	16,200.00
B15-00580	1,123.14	01-4310	General Fund/Instructional Materials/Suppli	970.38-
B15-00652	20,000.00	13-4710	Cafeteria/Food	10,000.00
B15-00656	14,623.68	01-4310	General Fund/Instructional Materials/Suppli	299.43
B15-00672	1,980.00	01-4310	General Fund/Instructional Materials/Suppli	668.00
CHB15-00011	5,500.00	11-4310	Adult Education/Instructional Materials/Suppli	500.00-
CHB15-00030	5,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00046	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
CHB15-00047	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
CHB15-00070	6,550.00	09-4310	Charter School/Instructional Materials/Suppli	1,050.00
CHB15-00079	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Includes Purchase Orders dated 02/15/2015 - 03/14/2015 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
CHB15-00111	3,049.87	01-4320	General Fund/Non-Instructional Materials/Su	500.00
CHB15-00135	10,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00157	8,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00
CHB15-00183	5,500.00	01-5610	General Fund/Equipment Rental	2,500.00
CHB15-00195	38,000.00	01-4310	General Fund/Instructional Materials/Suppli	10,000.00
CHB15-00200	13,850.00	01-4310	General Fund/Instructional Materials/Suppli	2,350.00
		01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
Total PO CHB15-00200				3,850.00
CHB15-00219	6,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB15-00225	4,000.00	12-4320	Child Development/Non-Instructional Materials/Su	2,000.00
CHB15-00226	1,000.00	12-4320	Child Development/Non-Instructional Materials/Su	500.00
CHB15-00250	12,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00252	35,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB15-00274	17,000.00	01-4310	General Fund/Instructional Materials/Suppli	10,000.00
CHB15-00326	4,160.00	13-5610	Cafeteria/Equipment Rental	1,840.00-
CHB15-00349	4,500.00	09-4310	Charter School/Instructional Materials/Suppli	1,500.00
CS14-00272	645,000.00	21-6490	Building Fund/Equipment over \$5,000	333,000.00
CS15-00103	335.00	01-5800	General Fund/Other Contractual Expenses	35.00
CS15-00128	14,250.00	01-5800	General Fund/Other Contractual Expenses	250.00
CS15-00213	202,500.00	01-5800	General Fund/Other Contractual Expenses	50,000.00
CS15-00228	42,000.00	01-5100	General Fund/Subagreements for Services abo	17,000.00
CS15-00345	118,321.18	21-5800	Building Fund/Other Contractual Expenses	1,214.28
N15-00025	28,000.00	01-5100	General Fund/Subagreements for Services abo	12,000.00
N15-00034	49,000.00	01-5100	General Fund/Subagreements for Services abo	9,000.00
N15-00036	3,000,000.00	01-5100	General Fund/Subagreements for Services abo	249,999.95
N15-00049	800,000.00	01-5100	General Fund/Subagreements for Services abo	250,000.00
N15-00050	300,000.00	01-5100	General Fund/Subagreements for Services abo	150,000.00
P15-00952	466.13	01-4310	General Fund/Instructional Materials/Suppli	345.68-
P15-01448	1,579.10	01-4320	General Fund/Non-Instructional Materials/Su	1,579.11-
P15-02152	1,843.97	11-4310	Adult Education/Instructional Materials/Suppli	1,327.20-
P15-02202	83.46	12-4310	Child Development/Instructional Materials/Suppli	39.05-
P15-02290	200.73	01-4320	General Fund/Non-Instructional Materials/Su	47.74-
Total PO Changes				1,333,928.68

Information is further limited to: (Minimum Amount = (999,999.99))

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Date: May 21, 2015

To: Jose L. Banda, Superintendent

From: Gerardo Castillo, Chief Business Officer

Subject: REPORT ON CONTRACTS WITHIN THE
EXPENDITURE LIMITATIONS SPECIFIED IN PCC
20111

The following contracts were issued March 1, 2015 through April 30, 2015

SERVICE AGREEMENTS

REGISTER NO.	VENDOR	DESCRIPTION	AMOUNT
SA15-00519	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for the Concrete Replacement (North Quadrant) at Sacramento Charter High School (Emergency Repair Program Project).	\$15,029 Emergency Repair Program Funds
SA15-00525	Clark Consulting	9/1/14 - 6/30/15: ELD program development and training services (Phase III) at Earl Warren Elementary School.	\$33,500 Title I, Limited English Proficiency, and Free and Reduced Funds
SA15-00527	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for the Window Wall System at Parkway Elementary School (Emergency Repair Program Project).	\$24,732 Emergency Repair Program Funds
SA15-00531	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for the Drainage/Storm Drain System at Leataata Floyd Elementary School (Emergency Repair Program Project).	\$27,730 Emergency Repair Program Funds
SA15-00532	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for the Fire Lane Paving at Fern Bacon Middle School and Bowling Green Academy (Emergency Repair Program Project).	\$42,226 Emergency Repair Program Funds

SA15-00534	Premier Management Group	2/1/15 - Completion of Services. Construction Management Services for the Paving & Water Line Replacement at Tahoe Elementary School (Emergency Repair Program Project).	\$39,429 Emergency Repair Program Funds
SA15-00539	RoccSolid Advisement	1/5/15 - 6/30/15: Facilitate "Blacks Making a Difference" programming, which provides effective intervention programs, career and college prep workshops, and wrap-around mentoring services at Luther Burbank and Hiram Johnson High Schools.	\$12,300 21st Century Community Learning Ctr Funds
SA15-00542	HMC Architects	3/1/15 - Completion of Services: Architectural and electrical engineering services for the paving replacement at Fern Bacon Middle School (Emergency Repair Program Project).	\$50,350 Emergency Repair Program Funds
SA15-00544	The Center for Multicultural Cooperation	1/5/15 - 7/31/15: Provide planning, coordination, training and support to successfully implement the California Voices after school program at SCUSD middle and high schools.	\$18,000 21st Century Community Learning Ctr & TUPE Funds
SA15-00546	California Design West Architects	3/10/15 - Completion of Services. Architectural & Engineering Services to modernize and renovate two restrooms at Caleb Greenwood Elementary School (one boys/one girls).	\$28,800 Measure I Funds
SA15-00547	Sacramento Youth Symphony	9/1/14 - 6/30/15: Provide "Overture Strings Project" (music instruction) to students at Fr. K.B. Kenny K-8 and Pacific Elementary Schools.	\$34,119 General Funds
SA15-00549	University Enterprises, Inc.	3/15/15 - 3/15/16: Graduate Student Interns (CSUS) to assist with the design and implementation of large and small scale research studies, program evaluation and other services as needed.	\$15,859 California Career Pathways Trust & Targeted Instructional Improvement Block Grant Funds
SA15-00551	Maxim Staffing Solutions	9/1/14 - 6/30/15: Supplemental LVNs for coverage of students with diabetes.	\$20,000 Medi-Cal Billing Option Funds

SA15-00559	Innovation Bridge	1/5/15 - 7/31/15: Provide technical assistance in development, training, implementation and reporting of the Tobacco Use Prevention Education (TUPE) grant.	\$35,000 TUPE Funds
SA15-00561	Premier Management Group	3/1/15 - Completion of Services. Construction Management Services for the gutters and downspouts replacement at Hiram Johnson High School (Emergency Repair Program Project).	\$52,453 Emergency Repair Program Funds
SA15-00575	Limitless Leads	1/5/15 - 6/30/15: Provide social/emotional learning and support as well as youth development services for at-risk and underserved students to help with the development of positive cultural identity, self-awareness, leadership skills, tools and strategies that support academic success.	\$9,500 21st Century Community Learning Ctr Funds
SA15-00576	New Hope Community Development	10/15/14 - 6/30/15: Provide Mandarin language tutoring through the After School Mandarin Immersion Program at William Land Elementary School.	\$7,000 After School Education Funds
SA15-00581	HMC Architects	3/1/15 - Completion of Services. Architectural and electrical engineering services for the fire alarm replacement at Yav Pem Suab Academy.	\$38,376 Mello Roos #1 Funds
SA15-00582	HMC Architects	3/1/15 - Completion of Services. Architectural and electrical engineering services for the fire alarm replacement at Woodbine Elementary School.	\$27,319 Measure Q Funds
SA15-00584	Premier Management Group	3/1/15 - Completion of Services. Construction Management Services for the Roofing of Covered Walkways at John Still K-8 School (Emergency Repair Program Project).	\$76,517 Emergency Repair Program Funds

SA15-00586	Premier Management Group	3/1/15 - Completion of Services. Construction Management Services for the Repair & Replacement of Plaster and Stage Drapes Project at Luther Burbank High School (Emergency Repair Program Project).	\$31,679 Emergency Repair Program Funds
SA15-00591	Premier Management Group	3/1/15 - Completion of Services. Construction Management Services for the Concrete Replacement at Hiram Johnson High School (Emergency Repair Program Project).	\$71,650 Emergency Repair Program Funds
SA15-00592	Premier Management Group	3/1/15 - Completion of Services. Construction Management Services for the Dry Rot Replacement at Covered Walkways at Leataata Floyd Elementary School (Emergency Repair Program Project).	\$34,438 Emergency Repair Program Funds
SA15-00597	Converge Consulting	4/1/15 - 12/31/15: Design and facilitate a collaborative process to develop recommendations to meet student health needs through increased community partnerships.	\$10,000 California Endowment Funds
SA15-00647	LPC Consulting	3/1/15 - 12/31/15: Consulting Services related to the "Plan to Meet Students Health Needs".	\$10,000 California Endowment Funds
SA15-00650	Hmong Women's Heritage Assoc.	1/1/15 - 6/30/15: Youth Circle Mentoring Program at Rosa Parks, Will C. Wood and Hiram Johnson High School for Hmong, Mien and Lao students.	12000 After School Learning & 21st Century Community Learning Ctr Funds



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 11.2

Meeting Date: May 21, 2015

Subject: Head Start/Early Head Start Reports

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

Division/Department: Academic Office/Child Development

Recommendation: None

Background/Rationale: The Office of Head Start, under the auspices of the U.S. Department of Health and Human Services/Administration for Children and Families, mandates that all Head Start/Early Head Start governing entities receive specified reports related to the operational and fiduciary status of the program. These reports must include information and/or a status update in the followings areas: budget, credit card usage, USDA meals/snacks, enrollment, and program updates or summaries, if applicable. Attached, are essential monthly reports for Board members' review.

Financial Considerations: N/A

LCAP Goal(s): College and career ready; Family and Community Engagement

Documents Attached:

Attachment 1: Head Start/Early Head Start Monthly Report Summary
Attachment 2: Child Development February 2015 Fiscal Report - Head Start Basic
Attachment 3: Child Development February 2015 Fiscal Report - Head Start Training & Technical Assistance
Attachment 4: Child Development February 2015 Fiscal Report - Early Head Start Basic
Attachment 5: Child Development February 2015 Fiscal Report - Early Head Start Training & Technical Assistance

Estimated Time of Presentation: N/A

Submitted by: Becky Bryant, Interim Director, Child Development

Approved by: José L. Banda, Superintendent

Attachment 1
Head Start / Early Head Start
Monthly Report Summary

Budget Reports

April 2015 Budget Report Attached

USDA Meals and Snacks for March 2015

	<i>Breakfast</i>	<i>Lunch</i>	<i>Snack am</i>	<i>Snack pm</i>
Early Head Start	128	166	NA	104
Head Start Part-day	4173	1270	4143	1192
Head Start Wrap	5671	4847	NA	4375
Full-day Collaboration	3431	3824	NA	2306

Credit Card Expenses for April 2015

\$ 19.60 PC mailing
\$ 76.62 Refreshments and Supplies for Policy Committee Meeting
\$ 42.46 Refreshments for Parent Education Workshop
\$ 48.76 Refreshments for Parent Education Workshop

Enrollment Report for April 2015

Head Start Enrollment	
Funded Enrollment	1312
Actual Enrollment	1306
Percentage of Actual Attendance	86%

Early Head Start Enrollment	
Funded Enrollment	144
Actual Enrollment	144
Percentage of Actual Attendance	82%

Disabilities Report for March 2015

Head Start 158
Early Head Start 16

Comments/Program Up-dates

There are no program updates at this time.

Attachment 2

**CHILD DEVELOPMENT DEPARTMENT
FISCAL REPORT
R5210**

Month: April 1 - April 30, 2015 AdjustmentAgreement No.: 09CH0012-005Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICTProgram: ☒ PA 22 HS BASIC R5210Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A☐ PA 20 BASIC T/TA5735 47TH AVENUE☐ PA 25 EHSSACRAMENTO, CA 95824☐ PA 26 EHS T/TA☐ OTHER

Cost Item		Actual Expenses		* Current Budget	Unexpended Balance
		Current Period & Adjustments	Cumulative To Date		
I	Personnel	23,973.80	210,772.88	278,060.00	67,287.12
	Fringe Benefits	11,433.07	103,852.65	183,520.00	79,667.35
	A Occupancy	0.00	0.00	500.00	500.00
	D Staff Travel	5.31	78.23	2,173.00	2,094.77
	M Supplies	2,231.01	19,934.31	100.00	(19,834.31)
	I Other	2.10	2,646.44	10,000.00	7,353.56
	N Indirect Costs 4.51%	37,241.65	311,182.53	371,806.00	60,623.47
	L TOTAL ADMINISTRATION	\$74,886.94	\$648,467.04	\$846,159.00	\$197,691.96
	NON-FEDERAL ADMINISTRATION *				
	TOTAL FED & NON-FED ADMIN	\$74,886.94	\$648,467.04	\$846,159.00	\$197,691.96
II	a. Personnel**	470,115.14	3,810,884.31	4,276,881.00	465,996.69
	b. Fringe Benefits**	301,643.47	2,583,395.42	2,992,363.00	408,967.58
	P c. Travel	0.00	0.00	27.00	27.00
	R d. Equipment	30,427.01	30,427.01	60,000.00	29,572.99
	O e. Supplies	6,132.42	71,104.05	254,171.00	183,066.95
	G f. Contractual	0.00	0.00	0.00	0.00
	R g. Construction	0.00	0.00	0.00	0.00
	A h. Other	(20,206.08)	97,166.07	186,231.00	89,064.93
	M				
	II. TOTAL PROGRAM	\$788,111.96	\$6,592,976.86	\$7,769,673.00	1,176,696.14
NON-FEDERAL PROGRAM Basic & T/TA March		\$241,665.24	\$1,844,702.04	\$2,158,958.00	314,255.96
TOTAL SETA COSTS (I + II)		\$862,998.90	\$7,241,443.90	\$8,615,832.00	1,374,388.10
<div> <div>Gerardo Castillo</div> <div>Chief Business Officer - Authorized Signature</div> </div> <div> <div>5/8/2015</div> <div>Date</div> </div> <div> <div>Shelagh Ferguson</div> <div>Prepared By</div> </div> <div> <div>916.643.7878</div> <div>Phone</div> </div>					

File: R5210.14-15.xls

HEAD START ENROLLMENT
Funded Enrollment 1312

Attachment 3

**CHILD DEVELOPMENT DEPARTMENT
FISCAL REPORT
R5212**

Month: April 1 - April 30, 2015Agreement No.: 09CH0012-005Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICTProgram: ☐ PA 22 HS BASICRemit to address: GENERAL ACCOUNTING DEPARTMENT - 802A☒ PA 20 BASIC T/TA R52125735 47TH AVENUE☐ PA 25 EHSSACRAMENTO, CA 95824☐ PA 26 EHS T/TA☐ OTHER

Cost Item		Actual Expenses		* Current Budget	Unexpended Balance
		Current Period & Adjustments	Cumulative To Date		
I A D M I N	Personnel				0.00
	Fringe Benefits				0.00
	Occupancy				0.00
	Staff Travel				0.00
	Supplies				0.00
	Other				0.00
	Indirect Costs				0.00
	I. TOTAL ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00
	NON-FEDERAL ADMINISTRATION *				
	TOTAL FED & NON-FED ADMIN	\$0.00	\$0.00	\$0.00	\$0.00
II P R O G R A M	a. Personnel**	0.00	0.00	0.00	0.00
	b. Fringe Benefits**	0.00	0.00	0.00	0.00
	c. Travel	2,184.80	5,975.75	6,220.00	244.25
	d. Equipment	0.00	0.00	0.00	0.00
	e. Supplies	0.00	363.07	3,323.00	2,959.93
	f. Contractual	0.00	0.00	0.00	0.00
	g. Construction	0.00	0.00	0.00	0.00
	h. Other	727.78	7,787.94	9,594.00	1,806.06
	Indirect 4.51%	131.36	637.12	863.00	225.88
	II. TOTAL PROGRAM	\$3,043.94	\$14,763.88	\$20,000.00	5,236.12
NON-FEDERAL PROGRAM		\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)		\$3,043.94	\$14,763.88	\$20,000.00	5,236.12
Gerardo Castillo		5/7/2015	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature		Date	Prepared By	Phone	

Attachment 4

CHILD DEVELOPMENT DEPARTMENT
FISCAL REPORT

R5213

Month: April 1 - April 30, 2015Agreement No.: 09CH0012-205Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICTProgram: ☐ PA 22 HS BASICRemit to address: GENERAL ACCOUNTING DEPARTMENT - 802A☐ PA 20 BASIC T/TA5735 47TH AVENUE☒ PA 25 EHS R5213SACRAMENTO, CA 95824☐ PA 26 EHS T/TA☐ OTHER

Cost Item		Actual Expenses		* Current Budget	Unexpended Balance
		Current Period & Adjustments	Cumulative To Date		
I A D M I N	Personnel	3,519.94	32,186.74	37,362.00	5,175.26
	Fringe Benefits	1,993.51	18,293.46	24,659.00	6,365.54
	Occupancy	0.00	0.00	500.00	500.00
	Staff Travel	0.00	0.00	0.00	0.00
	Supplies	52.91	1,895.11	0.00	(1,895.11)
	Other	0.00	676.09	600.00	(76.09)
	Indirect Costs 4.51%	5,564.15	50,593.37	66,329.00	15,735.63
	I. TOTAL ADMINISTRATION	\$11,130.51	\$103,644.77	\$129,450.00	\$25,805.23
	NON-FEDERAL ADMINISTRATION *				
	TOTAL FED & NON-FED ADMIN	\$11,130.51	\$103,644.77	\$129,450.00	\$25,805.23
II P R O G R A M	a. Personnel**	70,646.92	615,017.38	804,747.00	189,729.62
	b. Fringe Benefits**	45,870.47	434,111.03	542,669.00	108,557.97
	c. Travel	0.00	0.00	0.00	0.00
	d. Equipment	0.00	0.00	0.00	0.00
	e. Supplies	163.73	7,009.88	28,847.00	21,837.12
	f. Contractual	0.00	0.00	0.00	0.00
	g. Construction	0.00	0.00	0.00	0.00
	h. Other	1,126.08	12,614.62	31,329.00	18,714.38
	II. TOTAL PROGRAM	\$117,807.20	\$1,068,752.91	\$1,407,592.00	338,839.09
	NON-FEDERAL PROGRAM Basic & T/TA March	\$17,795.39	\$128,096.50	\$391,152.00	263,055.50
TOTAL SETA COSTS (I+II)		\$128,937.71	\$1,172,397.68	\$1,537,042.00	364,644.32

Gerardo Castillo

5/7/2015

Shelagh Ferguson

916.643.7878

Chief Business Officer - Authorized Signature

Date

Prepared By

Phone

File: R5213.14-15.xls

EARLY HEAD START ENROLLMENT

Funded Enrollment 144

Attachment 5

CHILD DEVELOPMENT DEPARTMENT
FISCAL REPORT

R5216

Month: April 1 - April 30, 2015Agreement No.: 09CH0012-205Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICTProgram: ☐ PA 22 HS BASICRemit to address: GENERAL ACCOUNTING DEPARTMENT - 802A☐ PA 20 BASIC T/TA5735 47TH AVENUE☐ PA 25 EHSSACRAMENTO, CA 95824☒ PA 26 EHS T/TA

R5216

☐ OTHER

Cost Item		Actual Expenses		* Current Budget	Unexpended Balance
		Current Period & Adjustments	Cumulative To Date		
I A D M I N	Personnel				0.00
	Fringe Benefits				0.00
	Occupancy				0.00
	Staff Travel				0.00
	Supplies				0.00
	Other				0.00
	Indirect Costs				0.00
	I. TOTAL ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00
	NON-FEDERAL ADMINISTRATION *				
	TOTAL FED & NON-FED ADMIN	\$0.00	\$0.00	\$0.00	\$0.00
II P R O G R A M	a. Personnel**	0.00	0.00	0.00	0.00
	b. Fringe Benefits**	0.00	0.00	0.00	0.00
	c. Travel	1,712.40	4,533.15	10,400.00	5,866.85
	d. Equipment	0.00	0.00	0.00	0.00
	e. Supplies	0.00	0.00	1,975.00	1,975.00
	f. Contractual	0.00	0.00	0.00	0.00
	g. Construction	0.00	0.00	0.00	0.00
	h. Other	723.14	9,640.47	14,000.00	4,359.53
	j. Indirect 4.51%	109.84	639.22	1,189.00	549.78
	II. TOTAL PROGRAM	\$2,545.38	\$14,812.84	\$27,564.00	12,751.16
	NON-FEDERAL PROGRAM	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)		\$2,545.38	\$14,812.84	\$27,564.00	12,751.16

Gerardo Castillo

5/7/2015

Shelagh Ferguson

916.643.7878

Chief Business Officer - Authorized Signature

Date

Prepared By

Phone