



Putting  
Children  
First

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

**Board of Education Members**

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

**Thursday, Sept. 4, 2014**

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

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

**Serna Center**

Community Conference Rooms

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

## AGENDA

2014/15-05

*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 Education Code section 35146 – The Board will hear staff recommendations on the following student expulsions:**

a) *Expulsion #1, 2014-15*

b) Expulsion #2, 2014-15

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

*The Pledge of Allegiance will be led by students from A. M. Winn, Andrea Chicas, 7<sup>th</sup> grade, Jasmine Chicas, 8<sup>th</sup> grade, and Hellyn Sanchez, 8<sup>th</sup> grade.*

- *Presentation of Certificate by Vice President Christina Pritchett*

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

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

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

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

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

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

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

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

**8.1b** *Approve Personnel Transactions (Gerardo Castillo)*

**8.1c** *Approve and Adopt Resolution No. 2807: Naming District Representatives for School Facilities Program (Cathy Allen)*

**8.1d** *Approve Resolution No. 2808: Authorizing Delegation of Power to Contract to Include Gerardo Castillo and Cancy McArn (Gerardo Castillo and Cancy McArn)*

**8.1e** *Approve Resolution No.2809: Authorization of Personnel to Sign Orders on District Funds (Gerardo Castillo and Cancy McArn)*

**8.1f** *Approve Resolution No.2810: Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools (Gerardo*

*Castillo and Cancy McArn)*

8.1g *Approve Staff Recommendations for Expulsions #1 and #2, 2014/2015 (Lisa Allen and Stephan Brown)*

8.1h *Approve Resolution No. 2805: Providing a Health Center at Hiram Johnson High School and Authorizing Exemption from Local Zoning Ordinances (Cathy Allen and Barbara Kronick)*

8.1i *First Amendment to Facilities Use Agreement: Sol Aureus College Preparatory (Sue Lee)*

8.1j *Approve Minutes of the August 7, 2014 Board of Education Meeting (José L. Banda)*

8.1k *Approve Minutes of the August 18, 2014 Board of Education Special Meeting (José L. Banda)*

## **9.0 COMMUNICATIONS**

7:02 p.m.

9.1 *Employee Organization Reports:*

**Information**  
3 minutes each

- *CSA*
- *SCTA*
- *SEIU*
- *Teamsters*
- *UPE*

7:17 p.m.

9.2 *District Parent Advisory Committees:*

**Information**  
3 minutes each

- *Community Advisory Committee*
- *District Advisory Council*
- *School Site Councils*
- *District English Learner Advisory Committee*
- *Gifted and Talented Education Advisory Committee*
- *Indian Education Parent Committee*
- *Sacramento Council of Parent Teacher Association (PTA)*

7:38 p.m.

9.3 *Superintendent's Report (José L. Banda)*

**Information**  
5 minutes

7:43 p.m.

9.4 *President's Report (Darrel Woo)*

**Information**  
5 minutes

7:48 p.m.	9.5	<i>Student Member Report (Asami Saito)</i>	<b>Information</b> 5 minutes
7:53 p.m.	9.6	<i>Information Sharing By Board Members</i>	<b>Information</b> 5 minutes

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

7:58 p.m.	10.1	<i>Foster Youth Services: New Board Policy No. 5150 (Stacey Bell, Aliya Homes, and Lisa Allen)</i>	<b>Action</b> 2 minute presentation 2 minute discussion
8:02 p.m.	10.2	<i>Presentation on Summer Matters (Lisa Allen and Stacey Bell)</i>	<b>Information</b> 30 minute presentation 15 minute discussion

**11.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *September 18, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*
- ✓ *October 2, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*

**12.0 ADJOURNMENT**

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



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1a

**Meeting Date:** September 4, 2014

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

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

**Division:** Business Services

**Recommendation:** Recommend approval of items submitted.

**Background/Rationale:**

**Financial Considerations:** See attached.

**Documents Attached:**

1. Grants, Entitlements, and Other Income Agreements
2. Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Change Notices – Facilities Projects
5. Notices of Completion – Facilities Projects

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

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

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<b><u>ACCOUNTABILITY</u></b>		
A15-00024 California Department of Education	7/1/14 – 9/30/15: School Improvement Grant, Cohort 2. Oak Ridge Elementary School was awarded a three-year School Improvement Grant (SIG). This grant is funding for year three. The School Improvement Grant will allow Oak Ridge to expand the school day by 45 minutes, increasing time spent in core academics, student enrichment and teacher planning/collaboration. The grant will enhance all aspects of Oak Ridge’s transformation efforts, which are aligned with the core principals and beliefs of the SIG Turnaround Model.	\$1,352,579 No Match

**EXPENDITURE AND OTHER AGREEMENTS**

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<b><u>ACADEMIC OFFICE</u></b>		
SA15-00045 Pearson North America School Services	enVisionMATH Professional Development and support services that provides the following: Implementation essentials with embedded aspects of the schools’ and district’s instructional environment; Support for school and district leaders through workshops; Transition teachers from skill based content delivery to conceptual development for students; Creation of a culture in which all see themselves as learners; Establishment of an environment of coaching, collaboration and feedback; Capacity building, coaching and training for District Math Leads and school site coaches.	\$308,070 Common Core Funds

**CHIEF OF STAFF/LINKED LEARNING**

SA15-00101 Sacramento Municipal Utilities District (SMUD)	3/1/14 – 6/30/17: Three year Employee Loan Agreement for SMUD employee Sam Starks to work at SCUSD as Director of Community Engagement and assist with the Pathways to Success Program. He will also be performing additional duties for the Chief of Staff, per Addendum No. 1.	\$108,168 (Year One) General Funds
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**APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT**

ITEM	SITE/DEPARTMENT	TOTAL VALUE	DISPOSAL METHOD
Computer Equipment	A.M. Winn Elementary Edward Kemble Elementary Health Professions High School Leataata Floyd Elementary Nicholas Elementary Parkway Elementary	None	Recycle
Office Equipment	Edward Kemble Elementary	None	Recycle
Audio/Visual Equipment	A.M. Winn Elementary Edward Kemble Elementary Nicholas Elementary	None	Recycle

**CHANGE NOTICES – FACILITIES PROJECTS**

The following change notice(s) are submitted for approval.

<b>CONTRACTOR</b>	<b>PROJECT and DESCRIPTION OF CHANGE</b>	
Landmark Construction	Athletic Field Improvements at Rosemont High School	
	Change Order No. 1 – Standard Change Order (Credit)	(\$82,787.11)
	Initiated by: District/Contractor	
	<u>Description:</u>	
	1) Value Engineering to reduce the cost of the turf installation.	(\$37,180.96)
	2) Value Engineering to reduce the cost of the following allowances: Lime Treatment, Winterization, Track Repairs, Curb Ramp and Truncated Domes, Lowering of the Light Conduits.	(\$45,606.15)
	Change Order Subtotal:	(\$82,787.11)
	Original Contract:	\$1,850,851.78
	Previously Authorized Change Orders:	\$-0-
	New Contract Amount :	\$1,768,064.67

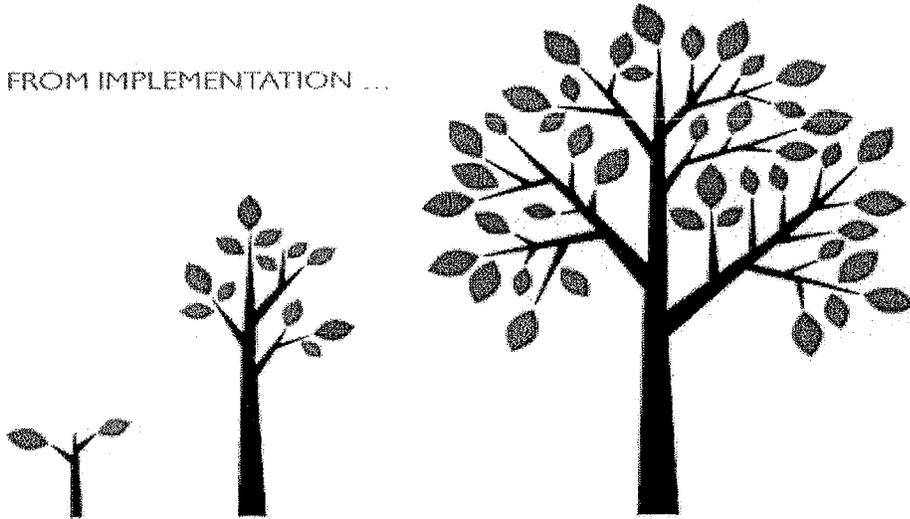
## **NOTICES OF COMPLETION – FACILITIES PROJECTS**

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

<b>Contractor</b>	<b>Project</b>	<b>Completion Date</b>
Clark & Sullivan Construction	Window Replacement at Camellia Basic School	August 18, 2014

## Proposal for Sacramento Unified School District

FROM IMPLEMENTATION ...



... TO LONG-TERM SUCCESS

### ***enVisionMATH* Professional Development**

Pearson North America School Services

Jack Kenny  
Account General Manager  
510.558.8423  
jack.kenny@pearson.com

Shelley H. Nichols  
Director of Key Customer Delivery  
404.987.9693  
shelley.nichols@pearson.com

June 19, 2014

## Executive Summary

### About Pearson North America School Services

The Pearson North America School Services group reaches students and changes lives by improving the quality of instruction in all classrooms, enabling states, districts, schools, and teachers to navigate fundamental and dramatic shifts in instructional leadership and classroom practices. We develop and deliver trusted, relevant, targeted and research-proven comprehensive professional development services, instructional solutions and materials, and education technologies. All of our comprehensive services are aligned with and help schools meet the Common Core State Standards. They allow educators and administrators in schools, districts, and states to empower and engage students through the methods and tools that are essential for helping them meet and sustain the highest achievement standards, no matter where they start.

A research review published by the U.S. Department of Education\* synthesized the major findings of several professional development initiatives. The study was grounded in the premise that before changes in student achievement occur there are first changes in teacher knowledge, then teacher practice, and then finally student achievement changes. The study reported that when teachers received an average of 49 hours of professional development, student achievement scores increased by 21 percentile points.

Sacramento City Unified School District (SCUSD) will be supported by a team of professionals to assist school and district leadership in creating learning opportunities that meet District expectations and rigor of the Common Core State Standards. Robbin Calloway, Key Delivery Executive will be assigned to the project and serve as the primary contact for services provided to the District and oversees implementation of the enVisionMath professional development. A dedicated expert Mathematics Coordinator/Liaison, Janet Davis will partner with District Math Specialist to customize a professional development solution matched to the needs of teachers, which aligns to SCUSD objectives, pacing guides and the partnership with Generation Ready's existing job embedded coaching activities. The Mathematics Coordinator/Liaison will provide Administrative Workshops for principals and administrators. Certified educational math specialist, who are former educators and administrators with proven experience in K-12 education and continuing education for adults, will deliver these customized programs, to K-6 teachers. In each training session, they will help your educators understand research-based strategies and how to apply them in the context of goals and initiatives.

In choosing to partner with Pearson North America School Services, SCUSD benefits from the following:

- An organization with extensive experience in assessment, coaching, curricula, leadership, and professional development
- Leadership and coaching specialists who are former school and district administrators, and have completed intensive, rigorous certification programs.

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\* Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Pearson will offer SCUSD a professional development and support services plan that provides the following:

- Implementation essentials with embedded aspects of the schools' and district's instructional environment
- Support school and district leaders through Administrative Workshops
- Transition teachers from skill based content delivery to conceptual development for students
- Create a culture in which ALL see themselves as learners.
- Establish an environment of coaching, collaboration and feedback
- Capacity building, and coaching and training for District Math Leads and school site coaches

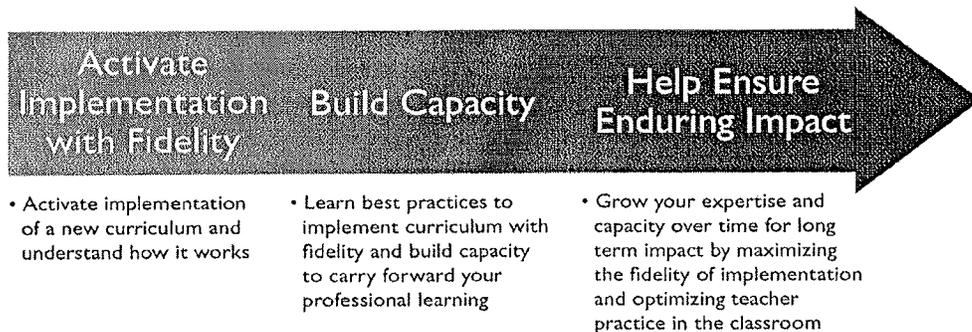
Pearson's Professional Development team will provide compelling reasons for all to learn through work that is challenging and interesting. Whether a faculty member or administrator; all should sense a challenge that demands effort and enjoys the intrinsic reward of meeting that challenge.

In a coaching environment for continuous growth, a coach teaches, encourages, and supports. This means moving away from judging and evaluating. (Barkley et al, 2001),

### **Pearson's Outcomes-Focused Suite of Professional Services**

From content knowledge to pedagogical best practices, the development of college- and career-ready learners requires a paradigm shift for teachers.

Professional development supports helping districts shift teaching and learning to align to new, more rigorous instructional practices, assessments, and expected outcomes, in 3 phases.



**Phase I** entails preparatory work where, through a Planning Conference with the district or a school (as applicable), we identify needs and who will be participating in the program. Also in Phase 1 is a Product Orientation and deeper grade-level instructional strategies dive, with teachers. SCUSD Phase 1 activities should be scheduled for July-August.

**Phase II** focuses on building capacity within each site and with the Coaches and Math Leads. It involves focused Coaching Institutes for Math Coaches and School Site Leads. We will collaborate with you to develop the specific timetable and amount of days at each school.

**Phase III** will help ensure enduring impact and spans the academic year. It includes additional face-to-face professional development for leadership, coaches and math leads to deepen their understanding of

what to look for in their classrooms in order to provide consistent, actionable feedback to their teachers as those teachers employ standards based instructional practices through the use of enVisionMATH.

### Collaborating on a Road Map for Sacramento City Unified School District

Pearson will work with you to determine the most effective road map to meet specific SCUSD’s training and professional needs. Initial planning will include the following:

- Identifying goals and objectives for delivering instruction and learning
- Identifying the current instructional practices, which will serve as a building block for attaining goals
- Designing an appropriate training and professional development plan and delivery format
- Partnering with Generation Ready for existing job embedded support activities

Sacramento City Unified School District educators participating in professional development and training from Pearson will be able to deliver research-based, content-rich, effective lessons that are based on best practices. Our experience, deep and broad-reaching support services, and highly-qualified education consultants provide best practices for an effective, efficient implementation process.

### Sample Scope of Work and Solution Implementation Plan for SCUSD

Activation Services	Essentials Services	Enhance Practice Services	Growth Services
Activate implementation	Ensure fidelity of implementation	Optimize educator practice	Help ensure enduring impact

Pearson’s Mathematics Coordinator/Liaison will work with District Administrators and Math Coaches to customize a professional development plan to meet objectives, pacing and outcomes. The Mathematics Coordinator/Liaison will provide ongoing support and development opportunities to school site Math Leads throughout the lifetime of the implementation on a systematic basis to create a continuous loop of information and response to information that fosters a never-ending cycle of improvement. In addition, the Coordinator/Liaison will collaborate with Generation Ready for correlation with existing and ongoing job embedded coaching activities.

Pearson Education Specialist will work with the school-appointed Math Leads and the elementary math teachers in order to support the district’s efforts of improving the quality of instruction in the area of mathematics.

Both groups, the Math Specialists/Coaches and the elementary teachers, will be trained on 1) deeper, more effective implementation of the math curriculum, Envision Math, and 2) strengthening the lesson planning and lesson delivery through face-to-face professional development.

### Face-to-Face Professional Development

#### *Math Institutes:*

Professional development sessions will center on effectively implementing Envision Math. Additionally, the sessions will focus on teaching mathematics conceptually. Math Specialists/Coaches and elementary math teachers would engage in several sessions with the following objectives:

- Identify Common Core State Standards support

- Understand the progressions of the math standards, lesson structure and planning options
- Engage in deeper understanding of rigor
- Navigate print and digital features
- Study students' work/tasks to determine alignment of standards and gauge student understanding in order to plan for next steps
- Identify differentiated instruction opportunities
- Scaffolding instruction to meet the needs of all students in the classroom
- Lesson planning activities that allow Pearson Specialists to provide feedback in order to strengthen the lessons.
- Comprehend assessment and progress monitoring options

***Coaching Institutes:***

SCUSD has a Math Lead at each participating elementary school. These leads will become the change agents for the district/schools in bringing about instructional transformation in the area of mathematics. Their training and preparation are critical to the success of a project that seeks to impact the school in every classroom. We propose to deliver the Coaching and Capacity Building Institute to the identified Math Specialists/coaches. The Institute is organized around three themes: developing skills for change, coaching for content, and fostering a coaching culture. An outline of available topics is presented below:

- I. Developing Skills for Change
  - a. Overview to Instructional Coaching
    - i. Defining the goals of the coaching relationship
  - b. Establishing the Effective Coaching Relationship: Communication Skills
    - i. Active Listening
    - ii. Effective questioning skills
    - iii. Giving feedback
  - c. Establishing the Effective Coaching Relationship - "Mental models" for:
    - i. Testing assumptions and inferences
    - ii. Analyzing dialogue and overcoming resistance
- II. Coaching for Content
  - a. Principles of Learning, Teaching and Curriculum as the basis for teacher professional development
  - b. Needs Assessment: Root cause analytical techniques for determining SCUSD in performance
  - c. Effective development planning for teachers
  - d. Shared Reflection: Lesson observation and coaching tools
- III. Fostering a Coaching Culture
  - a. Building and supporting collaborative professional learning communities
  - b. Working with groups: facilitation skills and facilitative leadership
  - c. Professional learning communities in practice
- IV. Intervention Structure and Strategies
  - a. Tiered Intervention
  - b. Workshop Structures
  - c. Standards-Based Classrooms

We recommend all District Math Coaches and School Site Leads attend each face-to-face training designed for elementary math teachers. The goal is to have Math Coaches and Leads knowledgeable about every aspect of rigorous mathematics instruction in order to use their skills and processes to support implementation of the practices that teachers learn in the institutes. In turn, Math Coaches and Leads will support math teachers as they strive to deepen the implementation of Envision Math and implement the strategies learned in the face-to-face PD to improve pedagogy in their classrooms.

## **Implementation Plan**

Below, we will describe the recommended implementation/professional development path to support the district's efforts. Each session lasts 6 hours & up to 30 participants.

### ***Year 1: Planning & Customization***

- 1 day- Face to face planning meeting with District Administration, Key Customer Delivery Director, Key Customer Delivery Executive and Mathematics Coordinator/Liaison
- 5 days-Develop training framework, grade level specific tasks and alignment with Generation Ready and SEL Competencies (1 on-site & 4 off-site)
- 2-days-Advanced support evaluation, status check (weekly, bi-weekly, monthly) and adjustments based on District feedback

### ***Face-to-Face Professional Development***

- 2 days-Principal and Administrator Workshop
- 2 days-Grade level banded professional development for the school-appointed Math Specialists/coaches and elementary math teachers (K-6) on deepening the implementation of Envision Math
- 4 days-Professional development for the school-appointed Math Coaches/Leads on effective building coaching skills and supporting instructional change

### ***Year 2: Job-Support for Math Coaches and Leads***

- 4 days on-site instruction to Math Coaches and School Site Leads to support implementation of strategies and concepts explored during the face-to-face PD sessions

### ***Year 3: Job-Support for Math Coaches and Leads***

- 3 days on-site instruction to Math Coaches and School Site Leads

### ***Year 4: Job-Support for Math Coaches and Leads***

- 2 days on-site instruction to Math Coaches and School Site Leads

### ***Year 5: Job-Support for Math Coaches and Leads***

- 2 days on-site instruction to Math Coaches and School Site Leads

**Year 6: Job-Support for Math Coaches and Leads**

- 2 days on-site instruction to Math Coaches and School Site Leads

**Professional Development Pricing Proposal**

<b>District</b>	Sacramento City Unified School District			
<b>Address</b>	5735 4 <sup>th</sup> Avenue – Sacramento, CA 95824			
<b>Contact</b>	Iris Taylor, Ed.D; Assistant Superintendent of Curriculum & Instruction			
<b>Phone</b>	916.643.9120			
<b>Email</b>	Iris-taylor@scusd.edu			
<b>ISBN / Year</b>	<b>TOPICS</b>	<b>UNITS</b>	<b>PRICE</b>	
Year 1	On site planning meeting to determine specifics for preparation of SCUSD-specific, grade banded math topics	1 x 1 Math Lead	\$3500	
	<b>Review and customized professional development modules with District Leadership and Generation Ready (On site activity by Pearson Math Liaison &amp; Delivery Executive)</b>	<b>1 x 1 Math Lead</b>	<b>\$3500</b>	
	<b>Design initial K-6 customized training modules with District feedback. (Off site activity by Pearson Math Liaison &amp; Team) *1 additional specialist</b>	<b>3 x 1 Math Lead 3 x 3 Specialist</b>	<b>\$31,500</b>	
	Activation Workshop ( 3 On-site facilitators) *1 additional specialist	7 x 3 Specialist	\$0.00	
	K-6 Teachers & District Math Coach Product Implementation/ Problem Based Interactive Learning/ Lesson Study / Digital Components. 8/4 through 8/22 (3 On-site facilitators) *1 additional specialist	7 x 3 Specialist	\$73,500	
	Leadership Workshop Facilitated by Cathie Dillender, with lunch	1 x 1 Specialist	\$0.00	
	<b>Customized Advance Support/ Coaching/ Content specific grade bands / Program Adjustment &amp; Enhancement for Math Leads &amp; District Math Coaches. 1 day each quarter.</b>	<b>16 x 1 Math Lead</b>	<b>\$56,000</b>	
	Evaluation, status check and feedback weekly, bi-weekly, monthly meetings (Webinar / Conference Calls with Math Lead)	2 x 1 Math Lead	\$7,000	
Year 2	<b>Customized Advance Support/ Coaching/ Program Adjustment &amp; Enhancement</b>	<b>16 x 1 Math Lead</b>	<b>\$56,000</b>	
	Evaluation, status check and feedback monthly meetings (Webinar / Conference Calls with Math Lead)	2 x 1 Math Lead	\$7,000	
Year 3	Customized Advance Support/ Coaching/ Program Adjustment & Enhancement	12 x 1 Math Lead	\$42,000	

	Evaluation, status check and feedback monthly meetings (Webinar / Conference Calls with Math Lead)	2 x 1 Math Lead	\$7,000	
Year 4	<b>Customized Advance Support/ Coaching/ Program Adjustment &amp; Enhancement</b>	<b>8 x 1 Math Lead</b>	<b>\$28,000</b>	
	Evaluation, status check and feedback quarterly meetings (Webinar / Conference Calls with Math Lead)	1 x 1 Math Lead	\$3,500	
Year 5	<b>Customized Advance Support/ Coaching/ Program Adjustment &amp; Enhancement</b>	<b>8 x 1 Math Lead</b>	<b>\$28,000</b>	
	Evaluation, status check and feedback quarterly meetings (Webinar / Conference Calls with Math Lead)	1 x 1 Math Lead	\$3,500	
Year 6	<b>Customized Advance Support/ Coaching/ Program Adjustment &amp; Enhancement</b>	<b>8 x 1 Math Lead</b>	<b>\$28,000</b>	
			<b>SUB-TOTAL:</b>	<b>\$378,000</b>
<i>18.5% Discount</i>				<b>(\$69,930)</b>
			<b>TOTAL:</b>	<b>\$308,070</b>

*Prices do not include applicable state and sales tax*

<b>Pearson Account General Manager</b>	Jack Kenny
<b>Phone</b>	Office: 510.558.8423      Mobile: 510.326.2550      Fax: 510.327.0368
<b>Email</b>	jack.kenny@pearson.com
<b>Date</b>	June 19, 2014

## Staffing

To facilitate training for SCUSD, four (4) Pearson Specialist are assigned to the project. Three (3) of the assigned Pearson Math Specialist will remain throughout the 14 days of on-site teacher professional development.

Pearson cannot guarantee the same Math Specialist beyond the initial 14 day commitment.

The Key Delivery Executive (KDE), Robbin Calloway, will be the key contact person and will be available to answer questions and guide the implementation. The KDE will meet with District leadership, via telephone and in person to ensure the execution of services meets District expectations.

## Summary

By participating in *enVisionMATH* professional development workshops, your educators will be able to deliver content-rich, effective lessons that are based on best practices. Students, in turn, will better understand the concepts taught within *enVisionMATH* and will demonstrate greater comprehension in mathematics concepts.

144-00097.1  
SAIS-00101

**ADDENDUM TO EMPLOYEE LOAN AGREEMENT, NO. 1**

**Recitals**

SACRAMENTO MUNICIPAL UTILITY DISTRICT ("SMUD"), Sacramento City Unified School District ("SCUSD"), and SAM STARKS ("Starks") are collectively referred to hereinafter as "the Parties."

On February 13, 2014, the Parties executed an Employee Loan Agreement (hereinafter the "Agreement") setting forth the terms and conditions whereby SMUD would loan SMUD employee, Starks, to SCUSD to further the Parties' shared interest to better the Sacramento Region through the Pathways to Success program. Per the Employee Loan Agreement, Starks was to perform the duties of the Director of Community Engagement for Pathways to Success ("DCE").

Since Starks assumed the DCE position, SCUSD has lost funding from its partners related to Pathways to Success. To meet its payments to Starks, SCUSD must draw upon other funds. Along with the funds that SCUSD intends to reallocate to the Pathways to Success program, SCUSD must also reallocate additional job duties to Starks.

The Parties now wish to amend the Agreement to reflect necessary changes to Starks' job title, his job duties, and his reporting obligations while working for SCUSD.

**Amended Terms**

1. This Addendum to Employee Loan Agreement, No. 1 becomes effective the date all of the Parties have executed it.
2. All of the terms included in the Agreement (including a clarification SMUD and Starks signed on February 20, 2013 related to the SMUD benefits Starks will retain while employed with SCUSD) will remain in effect to the extent they are consistent with the amendments listed herein below.
3. SCUSD may use Starks in a position other than that of DCE. SCUSD may also change Starks job title from DCE consistent with the job duties that may be added to or removed from Starks while working for SCUSD. Some of the additional duties that SCUSD is permitted to assign to Starks include (1) support of SCUSD grant programs and (2) fundraising. SCUSD may also change who Starks will report to and who will review Starks' performance.
4. Any reference in the Agreement to the DCE position incorporates any new job title, job duties, and/or reporting obligations that are added to or removed from Starks pursuant to this Addendum to Employee Loan Agreement, No. 1.

- 5. The Parties specifically acknowledge that the changes to Starks' job title, job duties, and reporting obligations do not alter their acknowledgement that Starks will continue to be (1) exempt from any laws requiring meal and rest periods and premium pay for overtime, holiday work, and weekend work; and (2) expected and will devote more than 50% of his work time to engage in managerial activities.

Each of the Parties freely and voluntarily enter into this Addendum to Employee Loan Agreement, No. 1. Each Party or responsible officer or agent thereof has read the Addendum to Employee Loan Agreement, No. 1 and understands the contents hereof. Each of the persons executing the Addendum to Employee Loan Agreement, No. 1 on behalf of the respective Parties is empowered to do so and thereby binds their respective Party.

Accepted for Sacramento Municipal Utility District

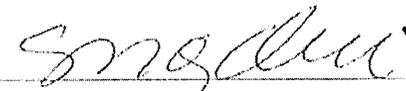
By: 

Name: Gary King

Title: Chief Information & Technology Officer  
(Type or Print)

Date: 7.31.14

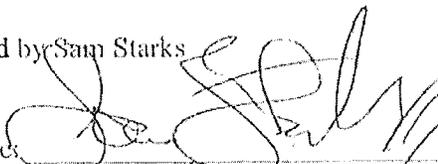
Accepted for Sacramento City Unified School District

By: 

Name: Sara Noguchi  
(Type or Print)

Title: Interim Superintendent

Date: 7/30/2014

Accepted by Sam Starks  
Signature: 

Date: 7/30/2014

14-00097

EMPLOYEE LOAN AGREEMENT

Parties

The parties to this EMPLOYEE LOAN AGREEMENT ("Agreement") are SACRAMENTO MUNICIPAL UTILITY DISTRICT ("SMUD"), Sacramento City Unified School District ("SCUSD") and SAM STARKS ("Starks"). SMUD and SCUSD, and Starks are collectively referred to hereinafter as "the Parties."

Recitals and Acknowledgements

SMUD and SCUSD are separate and independent entities. However, both of these entities seek to serve the community, while contributing to an improved quality of life in the region. These entities also seek to better ensure there are individuals in the Sacramento Region who are adequately educated and prepared to meaningfully contribute to the region's workforce and potentially for SMUD.

SCUSD, SCC (Sacramento City College) SHF (Sierra Health Foundation) and CSUS (California State University Sacramento) have jointly created a program known as SACRAMENTO PATHWAYS TO SUCCESS: A PARTNERSHIP FOR COLLEGE TO CAREER ("Pathways to Success") to provide opportunities to inform, guide and assist families, children and other young people in the Sacramento Region as they navigate an increasingly clear pathway that helps them persist from kindergarten to a college education or career, and enjoy the quality of life afforded by that effort. SMUD also has an interest in supporting entities that provide such information and support to the Sacramento Region.

Pathways to Success needs a Director of Community Engagement . Sam Starks is an employee of SMUD at the time this Agreement is being contemplated. Starks is interested in furthering the goals of Pathways to Success. SCUSD, SCC, SHF and CSUS believe Starks is well-qualified to fulfill the duties of the Community Engagement Director. The Parties desire to enter into this Agreement so that SMUD is compensated for loaning Sam Starks to Pathways to Success to serve as its Community Engagement Director, allowing the Parties to further encourage and extend the information and support of Pathways to Success to the Sacramento Region.

Therefore, in consideration of the mutual agreements set forth in this Agreement and good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

Terms

1. Effective Date

This Agreement becomes effective the date all of the Parties to this Agreement have executed it.

## 2. Loan Terms

2.1 In exchange for the payment and obligations specified in this Agreement, SMUD agrees to release Starks from his present duties as an employee at SMUD and loan Starks to SCUSD for the sole purpose of SCUSD employing Starks as the Community Engagement Director for the Pathway to Success (herein after "DCE") for up to three (3) years (renewable annually as set forth below) from the effective date of this Agreement. Starks shall perform the duties of the "DCE" as directed and identified in the agreed upon job description (see attached) to carry out the policies and provisions of the Memorandum of Understanding of Pathways to Success (the "MOU"). The Executive Council will review Starks job performance prior to renewing the contract term on an annual basis, for up to three (3) years, commencing on the renewal date of July 1, 2014 and annually thereafter pro rated to the contract term of up to three (3) years from the effective date as set forth herein. Unless written notice is provided to Starks at least thirty (30) days before the July 1 annual anniversary date, the Agreement shall be renewed for an additional year or pro ration thereof. A favorable evaluation by the Executive Council shall be a condition to the annual renewal of the Agreement. Starks will be evaluated based on an evaluation instrument designed by the Executive Council and Starks.

2.2 When Starks no longer serves as the DCE, assuming he is not released from that position for incidents involving theft, fraud, embezzlement, bribery, or a felony conviction, SMUD shall permit Starks to return to his Civil Service classification or to a comparable classification pursuant to Rule 9 of SMUD's Civil Service Rules. Starks will continue to accrue seniority with SMUD while serving as the Director of Community Engagement.

## 3. Payments

3.1 During the time period in which Starks serves as the Community Engagement Director, SCUSD will make monthly payments to SMUD of Nine Thousand Fourteen Dollars (\$9,014.00), which payment is due by the 7<sup>th</sup> day of the following month. Such payments will continue from the effective date of this Agreement until Starks is no longer the Director of Community Engagement. The first and last month's payments may be prorated by the number of calendar days in which Starks was the Director of Community Engagement during those months. One year after the effective date of this Agreement, and continuing each year thereafter, SCUSD will increase the monthly payments to SMUD made during the prior 12 months by three percent (3%).

3.2 As of the effective date of this Agreement and continuing throughout the time that Starks is the Director of Community Engagement, SMUD will provide Starks the salary and benefits applicable to his job classification on the effective date of this Agreement. SMUD will continue to make all necessary employment-related withholdings associated with such payments.

3.3 SCUSD shall assume all responsibility (including costs) for obtaining and maintaining workers' compensation coverage for Starks while he is the Director of Community Engagement for the Pathway.

3.4 While Starks is the Director of Community Engagement, SMUD will continue to provide the same sick leave and vacation benefits to Starks as SMUD provided as of the effective date of this Agreement. Starks will obtain approval from SCUSD for any sick leave or vacation time, and on any occasion that SCUSD grants Starks vacation or sick leave, SCUSD will inform SMUD's Supervisor of Compensation and Selection of the approved leave.

3.5 Other than the payments made in Subsections 3.1 through 3.4, SCUSD, SCC, SHF and CSUS will not promise or provide Starks with any additional compensation or benefits. Starks agrees he will not accept any compensation or benefits from SCC, SHF, and CSUS.

3.6 Starks recognizes and agrees he shall not be eligible to receive any bonus or other performance based compensation available to SMUD employees while working as the Director of Community Engagement.

#### 4. Other Duties

4.1 In performing the duties of Director of Community Engagement, Starks acknowledges that he is not acting as a representative of SMUD in any fashion whatsoever and agrees he will not represent himself (or allow others to represent himself) as a representative or employee of SMUD while he is the Director of Community Engagement. Starks will not use (or permit others under his control to use) SMUD's property, resources, image/logo, confidential information, and trade secrets while he is the Director of Community Engagement. Should Starks violate this Subsection, he expressly acknowledges such conduct would amount to insubordination and inattention to public service, permitting SMUD to potentially terminate this Agreement and/or refuse to reinstate Starks's employment with SMUD.

4.2 Starks shall not accept or engage in any other employment or activity that conflicts with the interests of the other Parties to this Agreement.

4.3 SCUSD shall take reasonably appropriate actions to provide Starks with a work environment and employment that is free from illegal discrimination, harassment, and/or retaliation. SCUSD assumes responsibility for taking reasonably appropriate actions to prevent Starks from experiencing or committing any illegal acts of discrimination, harassment, and/or retaliation. SCUSD will not prohibit, discourage, or dissuade Starks from any good-faith whistle blowing actions on the part of Starks. Starks will abide by SCUSD's policies/standards of conduct and performance. SCUSD will provide office space and equipment for Starks.

4.4 SCUSD shall provide Starks with the training, tools, and resources suitable, in the discretion of SCUSD, for the Director of Community Engagement position. SCUSD shall be responsible for reimbursing Starks for any reasonably reimbursable expenses, in accordance with the policies of SCUSD, Starks incurs as the Director of Community Engagement.

4.5 The Parties acknowledge that the Director of Community Engagement is exempt from laws requiring meal and rest periods and premium pay for overtime, holiday work, or weekend work. The Parties expressly acknowledge they do not dispute the appropriateness of classifying Starks as an exempt from these laws. The Parties further acknowledge that Starks'

primary duties as the Director of Community Engagement will be managerial in nature and that he will be expected to devote all or substantially all, and at least more than 50%, of his work time engaged in managerial activities. The minimum number of hours devoted to Pathways to Success shall average at least 40 hours a week.

**5. Indemnification and Breach of Contract**

5.1 To the fullest extent permitted by law, SCUSD, shall unconditionally protect, indemnify, hold harmless, and defend (with counsel reasonably acceptable to SMUD if permitted by the joint powers authority or insurance covering SCUSD) SMUD, and its past, present and future directors, officers, representatives, agents, and employees (each a "SMUD Party") from and against any and all losses, damages, claims, liabilities, judgments, actions, settlements, lawsuits, fines, levies, assessments, penalties, interest, costs, and expense (including without limitation, reasonable attorneys' and other professional fees, expert witness fees, and other costs and expenses in connection with any claim, action, suit, or proceeding brought against SMUD or a SMUD Party) which SMUD or any SMUD Party may incur, suffer, or become liable for, attributable to, arising out of, or in any way related to:

- 5.1.1 Any Party, other than SMUD, breaching any and all of the duties set forth in this Agreement;
- 5.1.2 Starks incurring a workers' compensation injury attributable to his employment at Director of Community Engagement;
- 5.1.3 Any act, omission, or negligence of Starks as the Director of Community Engagement throughout the duration of this Agreement.
- 5.1.4 Starks either engaging in or experiencing illegal discrimination, harassment, and/or retaliation during the time period that Starks is the Director of Community Engagement.

5.2 To the fullest extent permitted by law, SMUD shall unconditionally protect, indemnify, hold harmless, and defend (with counsel reasonably acceptable to SCUSD) SCUSD, and its past, present and future directors, administrators, representatives, agents, and employees from and against any and all losses, damages, claims, liabilities, judgments, actions, settlements, lawsuits, fines, levies, assessments, penalties, interest, costs, and expense (including without limitation, reasonable attorneys' and other professional fees, expert witness fees, and other costs and expenses in connection with any claim, action, suit, or proceeding brought against SCUSD or attributable to, arising out of, or in any way related to SMUD's breach of its obligations under this Agreement.

5.3 Any dispute arising from performance of the Agreement shall be subject, if agreed to by the Parties, to voluntary mediation. In the event the dispute is not resolved through mediation, the Parties agree to submit any dispute to binding arbitration pursuant to the rules of the American Arbitration Association ("AAA") unless an alternative binding arbitration provider is agreed to by the Parties. The prevailing Party (or Parties) shall have the right to collect from

the other Party (or Parties), as determined by the arbitration award, its reasonable attorneys' fees and costs incurred in enforcing this Agreement.

## 6. General Provisions

6.1 No provision of this Agreement may be amended or waived unless agreed to in a writing signed by the Parties.

6.2 This Agreement contains the entire understanding between the Parties and supersedes all prior agreements and understandings relating to the subject matter of the Agreement. There are no agreements, representations, or warranties between or among the Parties other than those set forth in this Agreement.

6.3 The provisions of this Agreement will inure to the benefit of the Parties binding on their respective representatives, successors, and assigns, except that Starks may not assign or otherwise transfer his duties or obligations under this Agreement to another. SMUD and SCUSD will not transfer or assign this Agreement without the other's written consent.

6.4 The failure of a Party to enforce the provisions of this Agreement will not be a waiver of any provision or the right of such Party thereafter to enforce each and every provision of this Agreement.

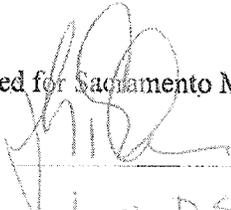
6.5 This Agreement shall be governed, construed and interpreted solely by and under the applicable laws of the State of California without regard to conflict of laws provision. Any action brought to enforce the terms of this Agreement shall be venued in an appropriate court in Sacramento County, California.

6.6 If any term, provision, covenant or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be affected, impaired, or invalidated so long as the provision, covenant, or condition determined to be invalid, void, or unenforceable does not materially alter the essential terms of this Agreement.

6.7 Each Party has entered into this Agreement freely and voluntarily. Each Party or responsible officer or agent thereof has read this Agreement and understands the contents hereof. Each of the persons executing the Agreement on behalf of the respective Parties is empowered to do so and thereby binds their respective Party.

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Accepted for Sacramento Municipal Utility District

By: 

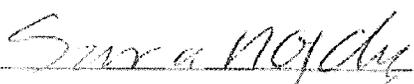
Name: JOHN DISTASIO  
(Type or Print)

Title: GM & CEO

Date: 2/13/14

(B)

Accepted for Sacramento City Unified School District

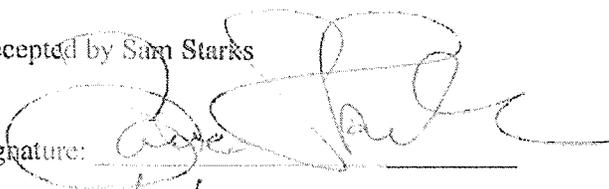
By: 

Name: Sara Nojdy  
(Type or Print)

Title: Superintendent

Date: 2/11/14

Accepted by Sam Starks

Signature: 

Date: 2/11/14



## Sacramento Pathways to Success: *A Partnership for College to Career*

### Director of Community Engagement

#### JOB SUMMARY

Under general direction of the Executive Council and the Executive Director and in collaboration with the Steering Committee, coordinate community engagement activities for Sacramento Pathways to Success: A Partnership for College to Career (SPS) for Sacramento City Unified School District, Sacramento City College and California State University, Sacramento. Develop and maintain communications and working relationships with faculty, staff and students at all three partner organizations, public and private corporations, state and federal legislative branches, and other community and governmental agencies to facilitate the program's goals, objectives, and progress toward identified community engagement outcomes.

#### Primary Duties

As a member of the Steering Committee, the incumbent will perform the following duties on a regular basis:

- Facilitate effective networking and position the SPS partnership as an organization promoting active partnerships among public and private corporate and public agency sponsors; speak at public events, provide conference presentations, coordinate receptions and reception sponsors; and, plan and implement collaborative working sessions for initiatives, planning and reporting.
- Facilitate the development of a strategic engagement plan. Organize, manage, and integrate special fundraising initiatives and partnerships including identifying possible funding sources in the corporate and foundation arenas, expanding initial programs to full collaborative partnerships, and preparing grant applications.
- Provide broad, imaginative strategies for developing partnerships and funding sources that enhance the education of students and attain policy goals of the program's goals, objectives, and progress toward identified outcomes; and, provide focus on detail and follow-through for program proposals and implementation.
- Provide ongoing communication with stakeholders on progress of SPS partnership activities related to community engagement.
- Create mechanisms for internal and external evaluation of engagement initiatives.
- Assist with public relations and communications for programs; and, develop, conduct and evaluate program marketing campaigns, including direct partnerships with media, corporate or other organizations when related to community engagement activities.



## Sacramento Pathways to Success: *A Partnership for College to Career*

- Meet with and address, as needed, a variety of groups, including, but not limited to, school/college administrators, board members, officials of public and private agencies and corporations, to gather and disseminate information relative to a variety of community engagement program initiatives and other related issues.
- Work collaboratively with the Executive Director and the Community Engagement Team to ensure the congruency of the program and the messaging within the community.
- Other duties as assigned.

### Qualifications\*

#### Knowledge & Abilities:

The incumbent is expected to possess and be able to demonstrate successful experience with:

- Coordinating complex, multi-faceted programs involving multiple constituencies. *E*
- Public education concerns, issues and legislation in primary, secondary and post-secondary education segments. *E*
- Displaying competence in the history of and emerging issues surrounding school/college reform work in the greater Sacramento region, California, and the nation. *E*
- Understanding and analyzing Federal, state and local regulations related to grant-funded programs, as well as foundation sources. *E*
- Grant writing processes, applications, procedures and deadlines including a good working knowledge of the concepts, principles, kinds, and practices of grant development. *E*
- Marketing techniques and strategies. *E*
- General personal computer hardware and software, Internet and web page applications and resources. *E*

#### Skills:

The incumbent will be able to:

- Build collaboration and consensus with diverse groups of partners and individuals including corporate and government agencies. *E*
- Formulate and express ideas and concepts in a clear and concise manner, verbally and in writing, with special sensitivity to the needs of diverse populations. *E*
- Adapt to changing circumstances and work quickly under pressure of deadlines. *E*



## Sacramento Pathways to Success: A Partnership for College to Career

- Establish and maintain effective working relationships with public and corporate executives and elected officials. *E*

\* *E* = Essential for position; *P* = Preferred for position

### Education, Training & Experience:

The incumbent is expected to have:

- Graduated from an accredited four-year college or university with a degree in communications, public relations, education, social work, political science, business, or other related fields. A Master's degree in a related field is desirable.
- Three years of experience in program management, coalition building, advocacy, public policy, lobbying, grant writing, for public or non-profit agencies, or other related work experience. Experience within a public education setting is preferred.
- Previous experience establishing networks of resources for education partnerships, community organizations, public and private corporate sponsorships, or other agency support initiatives.
- Other combinations of training and/or experience that could likely provide the desired skills, knowledge or abilities required for this position.

### Licenses & Other Requirements

The incumbent may be required to travel including the use of a personal automobile and must possess a valid California class "C" driver's license. In addition, the position may routinely require travel to conferences and training programs throughout the United States. The incumbent is expected to work a varied schedule (including some nights and weekends as needed).

*There may be other disclosures required for the final position description. For example, the position description may need to include such items as Working Conditions (Environment), Physical Abilities/Demands, Americans with Disabilities Act compliance, and requirements such as fingerprinting and background checks.*

*Consider adding statements addressing:*

- *Cultural competence, strategies for addressing linguistic diversity, demonstrated effectiveness in working with diverse populations*
- *Fostering a research agenda, particularly around longitudinal outcomes*

*Following clarification of the "lines of communication", modify job description to include: who, how often, how they are held accountable for outcomes.*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1b

**Meeting Date:** September 4, 2014

**Subject:** Approve Personnel Transactions

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

**Division:** Business Services

**Recommendation:** Approve Personnel Transactions

**Background/Rationale:** N/A

**Financial Considerations:** N/A

**Documents Attached:**

- 1) Certificated Personnel Transactions Dated September 4, 2014
- 2) Classified Personnel Transactions Dated September 4, 2014

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

**Submitted by:** Gerardo Castillo, Interim Chief Business Officer  
Cancy McArn, Assistant Superintendent  
Human Resources and Employee Compensation Services

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

**Attachment 1: CERTIFICATED 09/04/2014**

<u>NameLast</u>	<u>NameFirst</u>	<u>JobPerm</u>	<u>JobClass</u>	<u>PrimeSite</u>	<u>BegDate</u>	<u>EndDate</u>	<u>Comment</u>
<b>EMPLOY/RE-EMPLOY</b>							
GILLESPIE	EMILY	B	Teacher High School	NEW TECH	8/11/2014	6/30/2015	EMPLOY 1ST YR PROB 8/11/14
URENO	DAVID	B	Teacher High School	NEW TECH	8/11/2014	6/30/2015	EMPLOY 1ST YR PROB 8/11/14
EID	DIANE	A	Teacher Adult Education	NEW SKILLS & BUSINESS ED. CTI	7/1/2014	6/30/2015	EMPLOY FR 39MO RR 7/1/14
KLEIN	GARRY	A	Teacher Adult Education	NEW SKILLS & BUSINESS ED. CTI	7/1/2014	6/30/2015	EMPLOY FR 39MO RR 7/1/14
GORONA	HEATHER	B	Teacher Middle School	KIT CARSON MIDDLE SCHOOL	7/1/2014	6/30/2015	EMPLOY PROB1 7/1/14
BANDA	JOSE	B	Superintendent	SUPERINTENDENT'S OFFICE	8/1/2014	6/30/2015	EMPLOY PROB1 8/1/14
OTTERSON	CHRISTINA	A	School Social Worker	SPECIAL EDUCATION DEPARTME	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
LOPEZ	MARIA	A	School Social Worker	SPECIAL EDUCATION DEPARTME	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
HEWELL-STARNES	TRACY	A	School Nurse	HEALTH SERVICES	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
JONES	LORA	A	School Nurse	HEALTH SERVICES	7/1/2014	6/30/2015	REEMPL FR 39MO RR 7/1/14
THOMPSON	KELLY	Q	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	REEMPL 39MO LTA (B) 7/1-6/30/15
RYAN	ERIN	C	School Social Worker	INTEGRATED COMMUNITY SERVI	8/21/2014	6/30/2015	REEMPL 8/21/14
<b>EXTEND</b>							
RUVALCABA	RONAELE	Q	Site Instruction Coordinat	HIRAM W. JOHNSON HIGH SCHO	7/1/2014	6/30/2015	EXT LTA 7/1/14
LASALLE	KARI	Q	Training Specialist	ETHEL PHILLIPS ELEMENTARY	7/1/2014	6/30/2015	EXT PERM LTA (A) 7/1/14-6/30/15
ALVARADO	OLIVIA	R	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
WAGERS	HEATHER	Q	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
BACHMAN-TAVIANINI	THERESA	R	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
BORGMAN	CHRISTINA	Q	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
CHAPMAN	AMANDA	Q	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
ELLERMAN	JENNIFER	R	Teacher Special Assign	RESEARCH & EVALUATION SERV	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
FRANZELLA	SHONNA	Q	Teacher Special Assign	RESEARCH & EVALUATION SERV	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
MARTIN	DANIELLE	R	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
PEREZ	MIRNA	Q	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
CLAYTON	MARLA	R	Pncpl New Innovative Sr	HEALTH PROFESSIONS HIGH SCI	7/1/2014	6/30/2015	EXT PERM LTA 7/1/14-6/30/15
<b>RE-ASSIGN/STATUS CHANGE</b>							
MARTINEZ	JUAN	A	Teacher Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2014	6/30/2015	REA FR TCHR MID/TR 7/1/14
LEE	DENISE	B	Principal K-8 School	MARTIN L. KING JR ELEMENTARY	7/1/2014	6/30/2015	REA TO PRINCIPAL K-8 7/1/14
FLOYD	MALCOLM	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2014	6/30/2015	REA TO TCHR H.S. 50% 7/1/14
TAFOYA	CHASE	Q	Assistant Principal K-8 Sc	JOHN H. STILL - K-8	7/1/2014	6/30/2015	REA/STCHG LTA(A)/TR 7/1-6/30/15

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
GOFF	MIRIAM	A	Teacher Spec Ed	CALIFORNIA MIDDLE SCHOOL	7/1/2014	6/30/2015	REA/TR FR SPEC ED 7/1/14
MAHVI	REZA	A	Teacher Resource Spec	ROSEMONT HIGH SCHOOL	7/1/2014	6/30/2015	STCH TO PERM/TR 7/1/14
MENDOZA	AMY	R	Teacher Resource	HUBERT H BANCROFT ELEMENT	7/1/2014	6/30/2015	STCHG .4670 PERM 7/1/14
FREEMAN	KIMBERLY	A	Teacher Elementary Spec	SUTTERVILLE ELEMENTARY SCH	7/1/2014	6/30/2015	STCHG FR .40 FTE 7/1/14
PINEDA	CLAUDIA	Q	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2014	6/30/2015	STCHG/EXT LTA (B) 7/1-6/30/15
ACTON	CHRIS	A	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2014	6/30/2015	STCHG/REA 7/1/14
MERLO	ALISON	A	Training Specialist	JOHN BIDWELL ELEMENTARY	7/1/2014	6/30/2015	STCHG FR PERM LTA 7/1/14
PEREZ	RAFAEL	A	Teacher Elementary	PARKWAY ELEMENTARY SCHOO	7/1/2014	6/30/2015	STCHG /TR 7/1/14
LIM	KAREN	A	Teacher Elementary	BRET HARTE ELEMENTARY SCH	7/1/2014	6/30/2015	STCHG FR PERM LTA/TR 7/1/14
CROFT	JACOB	A	Teacher K-8	LEONARDO da VINCI ELEMENTAR	7/1/2014	6/30/2015	STCHG PERM/TR FR CKM 7/1/14
WATSON	DEBORAH	A	Teacher High School	ROSEMONT HIGH SCHOOL	7/1/2014	6/30/2015	STCHG TO PERM 7/1/14
FORMAN	REBECCA	R	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2014	6/30/2015	STCHG LTA (A)/TR 7/1-6/30/15
SHAFTO	APRILLE	A	Teacher Elementary	ETHEL PHILLIPS ELEMENTARY	7/1/2014	6/30/2015	STCHG TO PERM 1.0 FTE 7/1/14
PAGE	SONIA	A	Teacher High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	6/30/2015	TR FR H.JOHNSON 7/1/14

**LEAVES**

FETROS	MAUREEN	A	Teacher Elementary	CROCKER/RIVERSIDE ELEMENTA	7/1/2014	6/30/2015	LOA EXT (PD) HE 7/1-6/30/15
HOSCHLER	STEPHEN	A	Teacher Elementary	PARKWAY ELEMENTARY SCHOO	7/1/2014	6/30/2015	LOA RTN(PD)ADMIN/TR 7/1/14
GO	KACIE	A	Teacher High School	ENGINEERING AND SCIENCES HS	7/1/2014	6/30/2015	LOA UNPD PA .60 7/1-6/30/15
LITTLE	TRACY	A	Teacher Elementary	ISADOR COHEN ELEMENTARY SC	7/1/2014	6/30/2015	PA LOA UNPD 7/1/14-6/30/15
DEAS	HEATHER	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2014	6/30/2015	UNPD PC LOA 7/1/14-6/30/15
GREEN	SANDRA	A	Teacher Spec Ed	KIT CARSON MIDDLE SCHOOL	6/12/2014	6/30/2014	RET FR PD ADMIN LOA 6/12/14
GINTHER	BRENDA	A	Teacher Elementary	PETER BURNETT ELEMENTARY	7/1/2014	6/30/2015	RET FR PD FMLA LOA 7/1/14
JENKS	DANA	A	Teacher High School	GEO WASHINGTON CARVER	7/1/2014	6/30/2015	RET FR UNPD ED LOA 7/1/14
SANDLES	ALICIA	R	Teacher Elementary	DAVID LUBIN ELEMENTARY SCH	6/14/2014	6/30/2014	RET FR UNPD FMLA LOA 6/14/14
ALDRIDGE	JAMES	A	Teacher K-8	LEONARDO da VINCI ELEMENTAR	7/1/2014	6/30/2015	RT FR PD ADMIN LOA/TR 7/1/14
BARNETT	JOSEPH	A	Teacher Elementary	ABRAHAM LINCOLN ELEMENTAR	7/1/2014	6/30/2015	RT FR PD ADMIN LOA/TR 7/1/14

**SEP/RESIGN/RETIRE**

OSBORN	LAURA	A	Teacher Resource Spec	A. M. WINN ELEMENTARY SCHOC	7/1/2013	6/30/2014	RESIGNED OJ 6/13/14
FIGUEROA	KARINA	A	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2014	7/17/2014	RESIGNED OJ 7/17/14
LIZARRAGA	ISRAEL	B	Teacher High School	LUTHER BURBANK HIGH SCHOOL	7/1/2014	8/7/2014	RESIGNED RL 8/7/14
COOK	KRISTINE	B	Teacher Adult Ed Hourly	NEW SKILLS & BUSINESS ED. CTI	11/21/2013	6/30/2014	SEP/39MO RR 6/30/14
EID	DIANE	A	Teacher Adult Education	NEW SKILLS & BUSINESS ED. CTI	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
KLEIN	GARRY	A	Teacher Adult Education	NEW SKILLS & BUSINESS ED. CTI	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
MYERS	LEWIS	B	Teacher Adult Ed Hourly	NEW SKILLS & BUSINESS ED. CTI	12/2/2013	6/30/2014	SEP/39MO RR 6/30/14
OTTERSON	CHRISTINA	C	School Social Worker	SPECIAL EDUCATION DEPARTME	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
LOPEZ	MARIA	A	School Social Worker	SPECIAL EDUCATION DEPARTME	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
HEWELL-STARNES	TRACY	A	School Nurse	HEALTH SERVICES	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
JONES	LORA	A	School Nurse	HEALTH SERVICES	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
TAYLOR	M.	Q	Clinician Psych/ Soc Wrk	INTEGRATED COMMUNITY SERVI	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
THOMPSON	KELLY	R	School Social Worker	INTEGRATED COMMUNITY SERVI	7/1/2013	6/30/2014	SEP/39MO RR 6/30/14
SEARCY	DANTE	B	Teacher Spec Ed	JOHN H. STILL - K-8	9/3/2013	6/30/2014	SEP/PR 6/30/14
CANNADY	NICOLE	A	Teacher High School	WEST CAMPUS	11/27/2013	6/13/2014	SEP/RESIGN 6/13/14
CHAIDEZ	LUIS	A	Teacher High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2013	6/30/2014	SEP/RESIGN 6/13/14
WILLIAMS	JANELLE	C	Teacher K-8	FATHER K.B. KENNY	7/1/2013	6/13/2014	SEP/RESIGN 6/13/14
SVENSON	ALISA	C	School Psychologist	PSYCHOLOGICAL & SOC WK SER	8/19/2013	6/30/2014	SEP/RESIGN 6/30/14
VUE	PLOUA	C	Lang. Speech & Hearing	SPECIAL EDUCATION DEPARTME	7/1/2014	7/1/2014	SEP/RESIGN 7/1/14
NEEL	MARDIA	B	Teacher Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2014	7/31/2014	SEP/RESIGN 7/31/14
TURNER	JEREMY	B	Teacher High School	ENGINEERING AND SCIENCES HS	3/7/2014	6/30/2014	SEP/RESIGN 6/30/14
BURTON	MARINDA	A	Training Specialist	MULTILINGUAL EDUCATION DEP1	7/1/2014	8/19/2014	SEP/RESIGN 8/19/14
MONROE	LAVONNE	A	Teacher Elementary	JOHN D SLOAT BASIC ELEMENTA	7/1/2013	6/30/2014	SEP/RETIRE 6/14/14
BOHL	RITA	A	Teacher K-8	MARTIN L. KING JR ELEMENTARY	7/1/2013	6/30/2014	SEP/RETIRE 6/30/14
MORABITO	SARA	C	Principal K-8 School	MARTIN L. KING JR ELEMENTARY	7/1/2013	6/30/2014	SEP/TERM 6/30/14
STALLINGS III	BRUCE	R	Teacher High School	ROSEMONT HIGH SCHOOL	7/1/2014	8/19/2014	EXT LTA(A) /RESIGNED OJ 8/19/14

**Attachment 2: CLASSIFIED 09/04/2014**

<u>NameLast</u>	<u>NameFirst</u>	<u>JobPerm</u>	<u>JobClass</u>	<u>PrimeSite</u>	<u>BegDate</u>	<u>EndDate</u>	<u>Comment</u>
<b>EMPLOY/ RE-EMPLOY</b>							
HUYNH	TRACY	B	Clerk II	PARENT ENGAGEMENT	8/4/2014	6/30/2015	EMPLOY PROB 8/4/14
GATEWOOD	ELIZABETH	B	Fiscal Services Tech I	ACCOUNTING SERVICES DEPART	8/21/2014	6/30/2015	EMPLOY PROB1 8/21/14
CASTANEDA	ENRIQUETA	A	Custodian	CESAR CHAVEZ INTERMEDIATE	7/31/2014	6/30/2015	REEMPL FR 39MO RR 7/31/14
CASTANEDA	ENRIQUETA	A	Custodian	JOHN D SLOAT BASIC ELEMENTA	7/31/2014	6/30/2015	REEMPL FR 39MO RR 7/31/14
SALES SOSA	BLANCA	A	Custodian	TAHOE ELEMENTARY SCHOOL	7/31/2014	6/30/2015	REEMPL FR 39MO/STCHG 7/31/14
SALES SOSA	BLANCA	A	Custodian	AMERICAN LEGION HIGH SCHOOL	7/31/2014	6/30/2015	REEMPL FR 39MO/STCHG 7/31/14
TORRES	ELIZABETH	Q	Student and Family Supp	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	REEMPL 39MO LTA(B)7/1-6/30/15
<b>EXTEND</b>							
FLORES	VICTORIA	Q	Spec II Learning Support	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (A) 7/1/14-6/30/15
WHARTON	JESSICA	Q	Spec II Bullying Preventic	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (A) 7/1/14-6/30/15
CHAVEZ	MAGDA	Q	Youth/Family Mntl Hlth Ac	INTEGRATED COMMUNITY SERVI	7/1/2014	6/30/2015	EXT PERM LTA (B) 7/1/14-6/30/15
HERR	EMILY	Q	Youth/Family Mntl Hlth Ac	INTEGRATED COMMUNITY SERVI	7/1/2014	3/31/2015	EXT PERM LTA (B) 7/1/14-6/30/15
ARGUETA ARTIGA	ADRIANA	J	Student and Family Supp	MULTILINGUAL EDUCATION DEPT	7/1/2014	7/27/2014	EXT STT 7/1-27/14
<b>RE-ASSIGN/STATUS CHANGE</b>							
HARRIS	BRAJONA	A	Inst Aid Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	7/1/2014	6/30/2015	REA/STCHG/TR 7/1/14
CESPEDES	ELYNA	A	Internship Specialist	NEW TECH	7/1/2014	6/30/2015	STACHG FR PERM LTA 7/1/14
SANCHEZ-ENRIQUEZ	MARIEL	A	Teacher Assistant Bilingu	ELDER CREEK ELEMENTARY SCH	7/1/2014	9/4/2014	STCHG .375 PERM 7/1/14
ROSAS-WILLETT	ARACELI	A	Teacher Assistant Bilingu	ELDER CREEK ELEMENTARY SCH	7/1/2014	1/31/2015	STCHG 0.375 PERM 7/1/14
NOVOA	YOLANDA	A	Teacher Assistant Bilingu	CAROLINE WENZEL ELEMENTAR	7/1/2014	6/30/2015	STCHG TO PERM 7/1/14
TRUJILLO-GARCIA	ANGIE	A	Teacher Assistant Bilingu	FATHER K.B. KENNY	7/1/2014	6/30/2015	TR FR NICHOLAS 7/1/14
HOUGHTON	LEIGH	A	Instructional Aide	MATSUYAMA ELEMENTARY SCHC	7/1/2014	6/30/2015	TR/STCHG TO PERM 7/1/14
<b>LEAVES</b>							
ANJO	CHRISTINE	A	Occupational Therapist	SPECIAL EDUCATION DEPARTME	8/21/2014	6/30/2015	LOA RTN(PD) FMLA/HE 8/21/14
KIRK	JAMILLAH	A	School Office Manager I	BRET HARTE ELEMENTARY SCHC	8/11/2014	12/19/2014	LOA(UNPD)PC 8/11/14-12/19/14

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>SEP/RESIGN/RETIRE</b>							
TANNER DEOLIVEIRA	MELISSA	A	Attendance Tech II	ROSEMONT HIGH SCHOOL	7/1/2013	6/30/2014	RESIGNED FO 6/30/14
RAYA JR.	TONY	A	Custodian	LUTHER BURBANK HIGH SCHOOL	7/1/2014	8/29/2014	RESIGNED JD 8/29/14
DIAMOND	DOROTHEA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2014	7/24/2014	SEP/RESIGN 7/24/14
NICHOLSON	JORDAN	B	Clerk II	BRET HARTE ELEMENTARY SCHC	7/1/2014	7/29/2014	SEP/RESIGN 7/29/14
GONZALEZ	ANA	B	IEP Desig Inst Para-Sp E	SPECIAL EDUCATION DEPARTME	7/1/2014	7/31/2014	SEP/RESIGN 7/31/14
WHITE	SHELIA	A	Attendance Tech II	ROSA PARKS MIDDLE SCHOOL	7/1/2013	6/27/2014	SEP/RETIRE 6/27/14
GONZALEZ	ELVIRA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2013	6/10/2014	SEP/RETIRE 6/10/14
ADOLFO	HUBERT	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2013	6/12/2014	SEP/RETIRE 6/12/14
WHITE	ROSE	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2014	7/23/2014	SEP/TERM 7/23/14
NAVARRO	DAISY	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTME	7/1/2014	7/24/2014	SEP/TERM 7/24/14



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item: 8.1c

**Meeting Date:** September 4, 2014

**Subject:** Approve and adopt Resolution No. 2807 Naming District Representatives for School Facilities Program

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

**Division:** Facilities Support Services

**Recommendation:** Approve and adopt Resolution No. 2807 Naming District Representatives for School Facilities Program

**Background/Rationale:**

Sacramento City Unified School District participates in various School Facility Programs offered through the Office of Public School Construction (OPSC) and the State Allocation Board (SAB). These programs require the submission of various data, certifications, forms and applications which require the signature of an authorized "District Representative." Many of the OPSC / SAB programs are funded on a first come / first funded basis. Facilities Support Services is seeking the approval of three "District Representatives" to ensure the timely filing of funding applications.

**Financial Considerations:** None

**Documents Attached:** Resolution No. 2807 District Representatives for School Facility Program

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

**Submitted by:** Sara Noguchi, Ed.D., Chief Accountability Officer  
Cathy Allen, Assistant Superintendent  
Facilities Support Services

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

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 2807**

**District Representatives for School Facility Program**

BE IT RESOLVED, by the Board of Education (“Board”) of the Sacramento City Unified School District (“District”) and hereby ordered that:

WHEREAS, the Board of the District, 5735 47<sup>th</sup> Avenue, Sacramento, California, County of Sacramento, desires to authorize individuals to act as “District Representatives” as that term is defined in section 1859.2 of title 2 of the California Code of Regulations.

NOW, THEREFORE, BE IT RESOLVED that, until further action of the Board, or their cessation of employment with the District, the following individuals are authorized to act individually as a District Representative or District Representatives as that term is defined in section 1859.2 of title 2 of the California Code of Regulations on behalf of the District, except as to those matters requiring action by the Board:

José L. Banda, Superintendent  
Cathy Allen, Assistant Superintendent  
James C. Dobson, Director

This RESOLUTION is effective on date of adoption until revoked or superseded.

**AUTHORIZED SIGNATURES:**

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José L. Banda  
Superintendent

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Cathy Allen  
Assistant Superintendent

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James C. Dobson  
Director

PASSED AND ADOPTED this \_\_\_\_ day of \_\_\_\_\_, 2014 by the Board of Education of the Sacramento City Unified School District, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ATTESTED TO:

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Darrel Woo  
Board President

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José L. Banda  
Board Secretary

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Date



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1d

**Meeting Date:** September 4, 2014

**Subject:** Resolution No. 2808: Authorizing Delegation of Power to Contract to Include Gerardo Castillo and Cancy McArn

- 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 Resolution No. 2808, Authorizing Delegation of Power to Contract and rescind prior Resolution No. 2742, Effective September 4, 2014.

**Background/Rationale:** Education Code Section 17605 authorizes governing boards of school districts to delegate to the superintendent, or to such persons designated by the superintendent, the power to contract in the name of the district whenever the Education Code invests the power to contract in a governing board or any member of the board. In addition, Education Code Section 17605 authorizes governing boards to delegate to any officer or employee of the district the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111.

This resolution reflects changes in district staff.

**Financial Considerations:** None

**Documents Attached:**

1) Resolution No. 2808, Authorizing Delegation of Power to Contract

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

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

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

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

**RESOLUTION NO. 2808**

**Authorizing Delegation of Power to Contract**

**WHEREAS**, Education Code Section 17605 authorizes the Governing Board to delegate to the district Superintendent or designee, the power to contract in the name of the Sacramento City Unified School District whenever the Education Code invests the power to contract in a governing board or any member of the board; and

**WHEREAS**, Education Code Section 17605 authorizes the Governing Board to delegate to any officer or employee of the Sacramento City Unified School District the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111; and

**WHEREAS**, on April 4, 2013, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 2742 designating persons authorized to be empowered to contract which is hereby rescinded; and

**BE IT RESOLVED AND ORDERED** by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17604, effective September 4, 2014, José L. Banda, Superintendent, Gerardo Castillo, Interim Chief Business Officer, and Cancy McArn, Assistant Superintendent, be and are hereby authorized and empowered to contract with third parties in the name of the Sacramento City Unified School District wherever the Education Code invests the power to contract in the Governing Board of the School District or any member of the Governing Board, without limitation as to money or subject matter; provided, however, that all such contracts must be approved or ratified by the Governing Board; and

**BE IT FURTHER RESOLVED AND ORDERED** by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17605, effective September 4, 2014, José L. Banda, Superintendent, Gerardo Castillo, Interim Chief Business Officer, Cancy McArn, Assistant Superintendent, and Daniel M. Sanchez, Manager II, Purchasing Services, be and are hereby authorized and empowered to contract for the purchase of supplies, materials, apparatus, equipment, and services; provided, however, that no such individual purchase shall involve an expenditure by the District in excess of the amount specified by Section 20111 of the Public Contract Code; and

**BE IT FURTHER RESOLVED AND ORDERED** that all such transactions to purchase supplies, materials, apparatus, equipment, and services entered into in accordance with Education Code Section 17605 shall be reviewed by the Governing Board every sixty (60) days; and

**BE IT FURTHER RESOLVED AND ORDERED** that in the event of malfeasance in office, each of the persons named above shall be personally liable to the Sacramento City Unified School District for any and all monies of the District paid out as a result of such malfeasance; and

**BE IT FURTHER RESOLVED AND ORDERED** that the persons named above shall be and are hereby authorized to insure against any such liability, and the cost of such insurance shall be paid from the funds of the District; and

**BE IT FURTHER RESOLVED AND ORDERED** that the term “Contract” as used herein shall be deemed to include orders to contract.

**AUTHORIZED SIGNATURES:**

\_\_\_\_\_  
José L. Banda  
Superintendent

\_\_\_\_\_  
Gerardo Castillo  
Interim Chief Business Officer

\_\_\_\_\_  
Daniel M. Sanchez  
Manager II, Purchasing Services

\_\_\_\_\_  
Cancy McArn  
Assistant Superintendent

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 4<sup>th</sup> day of September, 2014, 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# 8.1e

**Meeting Date:** September 4, 2014

**Subject:** Resolution No. 2809: Authorization of Personnel to Sign Orders on District Funds

- 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 Resolution No. 2809, Authorization of Personnel to Sign Orders on District Funds, and rescind prior Resolution No. 2743, Effective September 4, 2014.

**Background/Rationale:** Education Code Section 42632 authorizes governing boards of school districts to delegate to officers or employees of the district the authority to sign orders on district funds.

This resolution reflects changes in district staff.

**Financial Considerations:** None

**Documents Attached:**

1) Resolution No. 2809, Authorization of Personnel to Sign Orders on District Funds

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

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

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

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

**RESOLUTION NO. 2809**

**Authorization of Personnel to Sign Orders on District Funds**

**WHEREAS**, Education Code Section 42632 authorizes the Governing Board to delegate to officers and employees of the Sacramento City Unified School District the authority to sign orders drawn on the funds of the school district; and

**WHEREAS**, on April 4, 2013, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 2743 designating persons authorized to sign orders in its name which is hereby rescinded; and

**WHEREAS**, José L. Banda is Superintendent; Gerardo Castillo is Interim Chief Business Officer; Amari B. Watkins is Director, Accounting Services; Michael Smith is Director, Budget Services; and Dawn Nantz is Accountant, Accounting Services.

**BE IT RESOLVED AND ORDERED** by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 42632, effective September 4, 2014, José L. Banda is Superintendent; Gerardo Castillo is Interim Chief Business Officer; Amari B. Watkins is Director, Accounting Services; Michael Smith is Interim Director, Budget Services; and Dawn Nantz is Accountant, Accounting Services who are employees of the Sacramento City Unified School District, be and are hereby authorized and empowered to sign orders for the payment of lawful expenses of the District on the funds of the District.

**BE IT FURTHER RESOLVED AND ORDERED** that all such orders shall be on forms prescribed by the County Superintendent of Schools and approved by the Superintendent of Public Instruction of the State of California.

**AUTHORIZED SIGNATURES:**

\_\_\_\_\_  
José L. Banda  
Superintendent

\_\_\_\_\_  
Gerardo Castillo  
Interim Chief Business Officer

\_\_\_\_\_  
Amari B. Watkins  
Director, Accounting Services

\_\_\_\_\_  
Michael Smith  
Interim Director, Budget Services

\_\_\_\_\_  
Dawn Nantz  
Accountant, Accounting Services

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 4<sup>th</sup> day of September, 2014, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

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Darrel Woo  
President of the Board of Education

ATTESTED TO:

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José L. Banda  
Secretary of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1f

**Meeting Date:** September 4, 2014

**Subject:**     **Resolution No. 2810: Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools**

- 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 Resolution No. 2810, Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools and rescind prior Resolution No. 2744, Effective September 4, 2014.

**Background/Rationale:** Education Code Section 35161 authorizes governing boards of school districts to delegate an officer or employee of the district the authority to sign documents transmitted to County Superintendent of Schools.

This resolution reflects changes in district staff.

**Financial Considerations:** None

**Documents Attached:**

- 1) Resolution No. 2810, Authorizing Signature Authority on Documents Transmitted to County Superintendent of Schools

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

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

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

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

**RESOLUTION NO. 2810**

**Authorizing Signature Authority on Documents Transmitted  
to County Superintendent of Schools**

**WHEREAS**, Education Code Section 35161 authorizes the Governing Board to delegate certain powers to officers and employees of the Sacramento City Unified School District; and

**WHEREAS**, on April 4, 2013, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 2744 designating persons authorized to sign orders in its name which is hereby rescinded; and

**WHEREAS**, Gerardo Castillo is Interim Chief Business Officer and Cancy McArn is Assistant Superintendent; and

**BE IT FURTHER RESOLVED AND ORDERED** by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 35161, effective September 4, 2014, Gerardo Castillo is Interim Chief Business Officer and Cancy McArn is Assistant Superintendent be and are hereby authorized and empowered to sign orders for official documents transmitted to County Superintendent of Schools.

**AUTHORIZED SIGNATURES:**

\_\_\_\_\_  
Gerardo Castillo  
Interim Chief Business Officer

\_\_\_\_\_  
Cancy McArn  
Assistant Superintendent

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 4<sup>th</sup> day of September, 2014, 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# 8.1g

**Meeting Date:** September 4, 2014

**Subject:** Approve Staff Recommendations for Expulsion # 1,2 2014-2015

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

**Division:** Student Hearing and Placement Department

**Recommendation:** Approve staff recommendation for Expulsion #1, 2 (2014-2015)

**Background/Rationale:** None

**Financial Considerations:** None

**Documents Attached:** None

<p><b>Estimated Time of Presentation:</b> N/A</p> <p><b>Submitted by:</b> Lisa Allen, Assistant Superintendent and Stephan Brown, Director II</p> <p><b>Approved by:</b> Jose L. Banda, Superintendent</p>
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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1h

**Meeting Date:** September 4, 2014

**Subject:** **Resolution No. 2805: Exempting Hiram Johnson School Based Health Center from Local Zoning Ordinance**

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

**Department:** Facilities Support Services

**Recommendation:** Board to approve Resolution No. 2805

**Background/Rationale:**

WellSpace Health is a California nonprofit corporation which has partnered with the Sacramento City Unified School District (“District”) to locate a school based health center within the Hiram Johnson High School campus (the “Health Center”).

The provision of health care services would normally be regulated by the City of Sacramento and could not be located in a residential zoning area, where Hiram Johnson High School is located, unless exempt from local zoning ordinances based on a use related to a school based health program for the Hiram Johnson community and its students.

Section 53094 of the Government Code permits the Board of Education to render local zoning inapplicable (exemption from local zoning ordinances) for non-classroom facilities which are related to a school board’s mission to provide a quality public school education for its students who are not burdened by health-related issues that otherwise pose a barrier to their inability to receive a public school education.

Adoption of this Resolution will allow WellSpace Health to submit their plans to the City of Sacramento for approval.

**Financial Considerations:** N/A

**Documents Attached:** Resolution No. 2805

**Estimated Time of Presentation:** 5 minute presentation

**Submitted by:** Sara Noguchi, Ed. D., Chief Accountability Officer  
Cathy Allen, Asst. Supt., Facilities Support Services

**Approved by:** José Banda, Superintendent

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

**RESOLUTION NO. 2805**

**RESOLUTION PROVIDING A HEALTH CENTER  
AT HIRAM JOHNSON HIGH SCHOOL AND  
AUTHORIZING EXEMPTION FROM LOCAL ZONING ORDINANCES**

**WHEREAS**, WellSpace Health is a California nonprofit corporation which desires to partner with the Sacramento City Unified School District (“District”) in order to locate a school-based health center within the Hiram Johnson High School campus (the “Health Center”); and

**WHEREAS**, WellSpace Health has applied for and obtained a grant under the Affordable Care Act known as the School-Based Health Center Capital (“SBHCC”) Program for the Health Center (the “Grant”); and

**WHEREAS**, scientific studies, as described by the Centers for Disease Control and Prevention (“CDC”), have documented that school-based health programs have positive effects on academic achievement, as well as preventing health-risk behaviors and adverse health consequences that undermine a public school district’s mission to provide a quality public education as the cornerstone of our democracy; and

**WHEREAS**, the Grant application documented that students at Hiram Johnson High School are in substantial need for health services which would be provided by the Center; and

**WHEREAS**, the lack of availability and accessibility of health care services are barriers for many children and the community in the Hiram Johnson attendance area; and

**WHEREAS**, the mission of WellSpace Health is to provide such services to the uninsured and under-served populations in the Sacramento region; and

**WHEREAS**, WellSpace Health intends to renovate space located at Hiram Johnson High School and to purchase equipment to serve three medical exam rooms, an area for dental services and related service areas; and

**WHEREAS**, the provision of health care services would normally be regulated by the City of Sacramento and could not be located in a residential zoning area, where Hiram Johnson High School is located, unless exempt from local zoning ordinances based on a use related to a school based health program for the Hiram Johnson community and its students; and

**WHEREAS**, section 53094 of the Government Code permits the Board of Education to render local zoning inapplicable (exemption from local zoning ordinances) for non-classroom facilities which are related to a school board’s mission to provide a quality public school education for its students who are not burdened by health-related issues that otherwise pose a barrier to their inability to receive a public school education.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education as follows:

1. Adopts the foregoing recitals as true and correct.

2. Authorizes, by a two-thirds vote of the Board, to exempt the Health Center from local zoning ordinances pursuant to section 53094 of the Government Code based upon the foregoing recitals and supporting agenda materials.

3. Authorizes the Superintendent to take all necessary steps in order to facilitate the establishment of the Health Center and to provide the health services as described herein.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 4th day of September, 2014, 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# 8.1i

**Meeting Date:** September 4, 2014

**Subject:** First Amendment to Facilities Use Agreement: Sol Aureus College Preparatory

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

**Division:** Accountability Office

**Recommendation:** Approve the First Amendment to Facilities Use Agreement (FUA) for Sol Aureus College Preparatory (SAC Prep) (K-8) at Bear Flag, 6620 Gloria Drive.

**Background/Rationale:** Pursuant Education Code Section 47614 (“Proposition 39”), public school facilities should be shared fairly among all public school pupils, including those in Charter Schools. Each school district shall make available, facilities sufficient for the charter school to accommodate all of the charter schools’ in-district students in conditions reasonably equivalent to those in other public schools of the district. The Charter Schools pay the District “Facilities Use Fees” based on a pro rata share facilities cost for the use of District facilities. The District and the Charter Schools have collaboratively worked together to define the specific terms of the Facility Use Agreements.

**Financial Considerations:** The District will receive from the Charter School the pro rata share of the facilities costs.

**Documents Attached:** First Amendment to Facilities Use Agreement: Sol Aureus College Preparatory

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

**Submitted by:** Sara Noguchi, Ed.D., Interim Chief Accountability Officer  
Sue Lee, Ed.D., Charter Oversight Coordinator II

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

## FIRST AMENDMENT TO FACILITIES USE AGREEMENT

This FIRST AMENDMENT TO FACILITIES USE AGREEMENT (“First Amendment”) is entered into by and between the SACRAMENTO CITY UNIFIED SCHOOL DISTRICT (“District”), and Sol Aureus College Preparatory (“Charter School”). District and Charter School may be referred to collectively herein as the “Parties.” All capitalized terms used in this First Amendment shall have the same meanings given such terms in the Original Agreement (as hereinafter defined), unless expressly superseded by the terms of this First Amendment.

### RECITALS

A. On or about September 19, 2013, District and Charter School entered into that certain Facilities Use Agreement (“Original Agreement”), pursuant to the terms of which District, in satisfaction of its obligations under Education Code section 47614 and Title 5 of the California Code of Regulations section 11969, et seq., granted to Charter School the right to use those certain facilities located at Bear Flag Elementary School, 6620 Gloria Drive, Sacramento, California (“Site”), as such facilities are more particularly described in the Original Agreement.

B. District and Charter School now desire to amend the Original Agreement as hereinafter set forth.

### AGREEMENT

NOW THEREFORE, in consideration of the foregoing recitals and the mutual covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto agree as follows:

1. Effective Date. The effective date of this First Amendment is September 5, 2014 (“Effective Date”).

2. Facilities. Notwithstanding anything stated in the Original Agreement to the contrary, as of the Effective Date, Charter School shall have the right to use one additional classroom located at the Site, specifically Room 1. This room is comprised of approximately one thousand fifty-one (1,051) square feet. Charter School shall use Room 1 solely for the purposes set forth in the Charter School’s charter and on the terms and conditions set forth in the Original Agreement. From and after the Effective Date, the term “Facilities”, as such term is defined in the Original Agreement, shall include Room 1. Usage of the playground next to Rooms 1 and 2 is available for usage only when the District’s Child Development Program is not using the playground next to Rooms 1 and 2.

3. Facilities Use Fee. The parties agree and acknowledge that with the addition of Room 1, the total square footage of the Facilities shall be approximately forty thousand five (40,005) square feet. From and after the Effective Date, District shall use forty thousand five (40,005) square feet to calculate Charter School’s monthly Facilities Use Fee pursuant to Section 4 of the Original Agreement.

4. Custodial Services. The Charter School shall be responsible for providing and paying directly for custodial services for the Facilities. Said services shall result in a level of performance consistent with custodial services maintained by the District for its other District schools. The Charter School shall bear the cost of such custodial services, including the salary and benefits of the Custodian and the cost of any cleaning supplies and tools necessary for the Custodian to provide services. The Charter School shall purchase, store and provide all consumable materials which the custodian shall use in provisioning the facilities' restrooms, including but not limited to toilet paper, soap, and paper towels. In the event that Charter School fails to meet these standards, the District may, at its sole option, provide custodial services for the Facilities, and the Charter School will become responsible for the salary and benefits of the District-supplied custodian and materials used by the custodian.

5. Subject to Approval by Governing Board. This First Amendment confers no legal or equitable rights until it is approved by the District's Governing Board at a lawfully conducted public meeting.

6. Binding Effect. This First Amendment shall inure to the benefit of and shall be binding upon the Parties and their respective successors and assigns.

7. Severability. If any provision of this First Amendment 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 First Amendment.

8. Governing Law. This First Amendment shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Sacramento County, California.

9. Warranty of Authority. Each of the persons signing this First Amendment represents and warrants that such person has been duly authorized to sign this First Amendment on behalf of the Party indicated, and each of the Parties by signing this First Amendment warrants and represents that such Party is legally authorized and entitled to enter into this First Amendment.

10. Execution in Counterparts. This First Amendment 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.

**[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]**

11. Miscellaneous. Except as set forth in this First Amendment, all of the terms and provisions of the Original Agreement shall remain unmodified and in full force and effect.

IN WITNESS WHEREOF, the Parties have caused this First Amendment to be duly executed by their duly authorized representatives as of the last date set forth below.

**DISTRICT:**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_  
José L. Banda  
Superintendent

Date: \_\_\_\_\_, 2014

**CHARTER SCHOOL:**

Sol Aureus College Preparatory

By: \_\_\_\_\_  
Norman Hernandez  
Principal/Director of Operations

Date: \_\_\_\_\_, 2014

Approved and ratified this \_\_\_\_ day of \_\_\_\_\_, 2014, by the Board of Education of the Sacramento City Unified School District by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

Abstentions: \_\_\_\_\_

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Secretary to the Board of Education



Bldg/Room Code	Bldg/Room No.	Classroom No.	Room Use	Area	Year Built/Modernized	DSA #
<b>Bldg. 001</b>					1965	24257
B001			Mechanical	156		
C001			Workroom	240		
C002			Nurse	220		
C003			Reception	160		
C004			Principal	139		
H001			Hall	746		
I001			Lounge	344		
J001			Janitor	54		
J002			Store	56		
K001			Kitchen	67		
S001			Storage	56		
S003			Storage	93		
S004			Storage	23		
S005			Storage	42		
T001			Toilet	62		
T002			Toilet	62		
T003			Toilet (Men)	38		
T004			Toilet (Women)	68		
T005			Toilet	22		
Y001		1	Classroom	1,051		
Y002		2	Classroom	1,051		
			Work Room	99		
			Work Room	99		
			Unspecified	98		

BUILDING AREA TOTAL 5,046  
COVERED WALKWAYS 664  
CLASSROOMS 2

Charter Only	District Only	Shared
156		
240		
220		
160		
139		
746		
344		
54		
56		
67		
56		
93		
	23	
42		
62		
	62	
		38
		68
	22	
1,051		
	1,051	
	99	
99		
98		
		664

Bldg. 003					1965	24257
B002			Boiler Room	115		
O003		3	Classroom	1,051		
O004		4	Classroom	935		
O005		5	Classroom	935		
O006		6	Classroom	935		
O007		7	Classroom	935		
S001			Storage	236		
T001			Toilet (Girls)	209		
T002			Toilet (Boys)	208		
T003			Toilet	39		
ZC01				59		
			Work Room	140		
			Toilet	39		
			Unspecified	628		

BUILDING AREA TOTAL 6,464  
COVERED WALKWAYS 4,010  
CLASSROOMS 5

115
1,051
935
935
935
935
935
236
209
208
39
59
140
39
628
4,010

Bldg/Room Code	Bldg/Room No.	Classroom No.	Room Use	Area	Year Built/Modernized	DSA #
<b>Bldg. 004</b>					1965	24257
B003			Boiler Room	115		
O008		8	Library	1,291		
O009		9	Classroom	935		
O010		10	Classroom	935		
O011		11	Classroom	935		
O012		12	Classroom	935		
S005			Storage	132		
T005			Toilet (Women)	99		
T009			Toilet (Boys)	208		
T010			Toilet (Girls)	209		
ZC02				351		

BUILDING AREA TOTAL  
COVERED WALKWAYS  
CLASSROOMS

6,145  
4,448  
4

Charter Only	District Only	Shared
115		
1,291		
935		
935		
935		
935		
132		
99		
208		
209		
351		
	4,448	

**Permanent Building Area** 23,015  
**Covered Walkways** 13,628  
**Permanent Classrooms** 11

**PORTABLE BUILDINGS**

<b>P01</b>					1967	28948
O014		14	Classroom	900		
O015		15	Classroom	900		
O016		16	Classroom	900		
<b>P02</b>					1952	9952
O013		13	Classroom	983		
<b>P03</b>					1986	47820
O017		17	Classroom	960		

**Portable Building Area** 4,643  
**Portable Covered Walkways** 0  
**Portable Classrooms** 5

**TOTAL** 39,259 1,257 770

**TOTAL BUILDING AREA** 27,658  
**TOTAL COVERED WALKWAYS** 13,628  
**TOTAL CLASSROOMS** 16

Total Exclusive Charter Space	39,259
Total Exclusive District Space	1,257
Total Shared Space	770
Ratio of Charter to District Space	0.9690
Shared Space Allocated to Charter	746
Total Square Feet to be reflected in Facilities Use Agreement	
Space Exclusively for Charter	39,259
Shared Space	746
<b>FUA Total</b>	<b>40,005</b>



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1j

**Meeting Date:** Sept 4, 2014

**Subject:** Approve August 7, 2014 Board of Education Meeting Minutes

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

**Division:** Superintendent's Office

**Recommendation:** Approve Minutes of the Board of Education Meeting for August 7, 2014.

**Background/Rationale:** None

**Financial Considerations:** None

**Documents Attached:**

1. August 7, 2014 Board of Education Meeting Minutes

<p><b>Estimated Time of Presentation:</b> N/A</p> <p><b>Submitted by:</b> José L. Banda, Superintendent</p> <p><b>Approved by:</b> N/A</p>
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Putting  
Children  
First

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

**Board of Education Members**

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

**Thursday, August 7, 2014**

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

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

**Serna Center**

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

## MINUTES

2014/15-02

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

*The meeting was called to order at 4:30 p.m. by President Kennedy and roll was taken.*

*Members Present:*

- Patrick Kennedy, President*
- Darrel Woo, Vice President*
- Christina Pritchett, Second Vice President*
- Jeff Cuneo*
- Jay Hansen*

*Members Absent:*

- Gustavo Arroyo (Arrived at 4:45 p.m.)*
- Diana Rodriguez (Arrived at 4:35 p.m.)*
- Asami Saito, Student Member (Arrived at 6:35 p.m.)*

*A quorum was reached*

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

*No Public Comment was requested on Closed Session items and the Board retired to Closed Session.*

**3.0 CLOSED SESSION**

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

*property matters.*

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

a) *Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9*

b) *Initiation of litigation pursuant to subdivision (c) 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*

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

*The meeting was called back to order at 6:32 p.m. by Board President Kennedy.*

*Members Present:*

*Patrick Kennedy, President*

*Darrel Woo, Vice President*

*Christina Pritchett, Second Vice President*

*Jeff Cuneo*

*Jay Hansen*

*Gustavo Arroyo (Arrived at 6:35 p.m.)*

*Diana Rodriguez (Arrived at 6:35 p.m.)*

*Asami Saito, Student Member*

*Members Absent:*

*None.*

*The Pledge of Allegiance was led by Zelia Gonzalez, a student from The MET High School and a Certificate of Appreciation was presented by Member Hansen.*

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

*None.*

#### **6.0 AGENDA ADOPTION**

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

#### **7.0 PUBLIC COMMENT**

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

No public comment. However President Kennedy did read one change into the record at this time: Ralph Merletti commented on how lucky the students from Sutter Middle School are to be going on a field trip to Washington D.C. and urged the students to try to get a window seat on the plane. (Not the "bus" as it was stated in the June 5, 2014 minutes).

## **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, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Ken A. Forrest)*
- 8.1b *Approve Personnel Transactions (Ken A. Forrest)*
- 8.1c *Approve Revised 2014-2015 Local Control Accountability Plan (LCAP) (Gabe Ross)*
- 8.1d *Approve Resolution No. 2800: Approving the Sacramento City Unified School District No. 2 Tax Report for Fiscal Year 2014-15 and Levying and Apportioning the Special Tax as Provided Therein (Cathy Allen and Jim Dobson)*
- 8.1e *Approve Resolution No.2801: Authorizing Signature Authority on Documents Transmitted to the County Superintendent of Schools for José L. Banda (Ken A. Forrest)*
- 8.1f *Approve Resolution No.2802: Authorizing of Personnel to Sign Orders on District Funds, José L. Banda (Ken A. Forrest)*
- 8.1g *Approve Resolution No.2803: Authorizing Delegation of Power to Contract, José L. Banda (Ken A. Forrest)*
- 8.1h *Adult Education Calendar 2014-15 (Ken A. Forrest)*
- 8.1i *Approve Minutes of the June 5, 2014 Board of Education Meeting (José L. Banda)*
- 8.1j *Approve Minutes of the June 7, 2014 Board of Education Special Meeting (José L. Banda)*
- 8.1k *Approve Minutes of the June 8, 2014 Board of Education Special Meeting (José L. Banda)*

### **Public Comment**

*None.*

### **Board Member Comments:**

*None*

*President Kennedy asked for a motion to approve the Consent Agenda. A motion was made by Second Vice President Pritchett and seconded by Member Cuneo. The Board voted unanimously to*

*approve the Consent Agenda.*

## **9.0 COMMUNICATIONS**

### **9.1 Employee Organization Reports:**

**Information**

- *CSA – No report given.*
- *SCTA – No report given.*
- *SEIU – Ian Arnold reported on behalf of SEIU.*
- *Teamsters – No report given.*
- *UPE – No report given.*

### **9.2 District Parent Advisory Committees:**

**Information**

- *Community Advisory Committee – Angie Sutherland spoke on behalf of the Community Advisory Committee for Special Education.*
- *District Advisory Council – Maria Haro-Sullivan reported on behalf of the District Advisory Council.*
- *School Site Councils – No report given.*
- *District English Learner Advisory Committee – No report given.*
- *Gifted and Talented Education Advisory Committee – No report given.*
- *Indian Education Parent Committee – No report given.*
- *Sacramento Council of Parent Teacher Association (PTA) – Terrence Gladney spoke on behalf of the Sacramento Council of Parent Teacher Association.*

### **9.3 Superintendent’s Report (José L. Banda)**

**Information**

*Superintendent Banda thanked the Board for their confidence in selecting him and gave some information on his background. He mentioned that although he is coming from Seattle, he is originally from California, spending most of the time he lived here in San Joaquin County. He also attended college here in Sacramento. He is therefore familiar with agricultural based communities. He also spent time in Southern California. He came from a large family and went to a small, rural country school. He has always been part of the public education system, received a quality education, and had caring educators. He is first generation college-educated and is proud to say that his two children have also received a college education. He went on to say that the District has some challenges to face, declining enrollment, frequent turnover in key positions, distressed budget due to economic decline, and union relationship issues. However, these challenges also create opportunities, and we have a lot of people in the community and staff committed to providing a quality, world-class education for our children. We are going to be fully committed to preparing our*

students for college careers and for life. Another opportunity is to reset the strategic plan. The final year was this past year, so discussions will be held with the Board to create a new blueprint. Another big area of focus is working with family and community, and a primary goal will be that teaching and learning is the driver of the District.

President Kennedy again welcomed Mr. Banda on behalf of the Board.

9.4 *President's Report (Patrick Kennedy)*

**Information**

None.

9.5 *Student Member Report (Asami Saito)*

**Information**

Student Member Saito spoke on the Student Advisory Council (SAC). She explained that the SAC consists of a group of students who are advocates for the voice of youth in the District. She has attended school in the District since preschool. She went to Thomas Jefferson Elementary, Bancroft Elementary, Sutter Middle School and now West Campus High School where she will be an incoming Junior this year. This coming school year she and the members of SAC plan to make a few changes within the organization and hopefully within the District as well. Once the school year begins they plan to take District wide surveys of students to learn their perspective of the problems seen in the District. They will use the findings to make their initiatives for this year. They want to make sure that every student in the District has the tools that they need to succeed. Personally, she wishes to serve and represent her fellow students. She wants them to know that they have a voice and can be heard. She knows she will learn much from the mentoring of fellow Board members. She welcomed Mr. Banda and looks forward to working with him.

9.6 *Information Sharing By Board Members*

**Information**

Member Rodriguez announced that she is organizing another clean-up day around the neighborhood of Woodbine Elementary School. She hopes that other Board members and those available in the audience can attend. The scheduled date is Saturday, August 16, 2014, at Woodbine Elementary School.

Vice President Woo noted that the District is a member of the Council of the Great City Schools and that a Pledge was signed by the District based on the action of the Board and our staff to create a program such as Restorative Justice. We were represented in Washington D.C. with President Barack Obama during a town hall meeting whereby the CEO of AT&T pledged a million person hours of volunteer time in mentoring from AT&T employees for the remainder of the calendar year and the year 2015. The National Basketball Association pledged mentoring for Boys of Color so that we can move forward and hopefully together as part of the President's program assist Men of Color. He is proud to have represented the District.

Member Arroyo gave an update on Joseph Bonnheim. In June of this year the Sacramento City School Board approved the Charter for the

New Joseph Bonnheim, and he just wanted to say that within the month they

*immediately went to task and with 22 days of open enrollment the school has already enrolled 219 students. That is as of yesterday. That is a testament to the work that the parents, teachers, and folks that are behind Joseph Bonnheim are working. There is outreach to the community; they are planning to continue to enroll and hopefully will end up with an enrollment between 250 to 300 students. A ribbon cutting ceremony was held last Saturday and was attended by approximately 100 people from the community. It was a successful showing of the new models of teaching that will be occurring at that campus.*

*Member Hansen spent time at C. K. McClatchy High School this summer. They are doing a major construction project which has closed the entire campus. They therefore have had to work very closely with the community, sports teams, and others to be able to get the work done. The work has gone very well and is on track and budget. Many of the indoor sports facilities had never had air conditioning in the past. They are also removing gum from the entire campus. Member Hansen had worked with the Principal on this issue which had not been addressed over the last few years due to short custodial staff. All of the paper towel dispensers have been replaced with air hand dryers, and also low-flush bathroom facilities have been installed. All work will be completed for the opening of school. On a personal note, students from William Land Elementary and Leataata Floyd Elementary were invited and hosted Tuesday for National Night Out at Southside Park. Member Hansen hosted the pool and a barbeque that evening with over 150 students and parents attending. Councilman Steve Hansen and the local Sacramento Police Department also attended.*

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

### **10.1 Election of Second Vice President (Board)**

**Action**

*President Kennedy explained the election process regarding the upcoming vacancy. Once the President's position is open, the Vice President becomes the Board President and the Second Vice President becomes the Vice President. There will then be a need for a Second Vice President. This election will take effect tomorrow, August 8, 2014. President Kennedy will take nominations, which do not require a second. Once nominations are complete and the Board has fulfilled what they feel is enough nominations, President Kennedy will close nominations. The Board will then vote on those nominations as they came in. The first Board member to receive four affirmative votes will be elected Second Vice President. The vote will be a roll call vote which with Board Secretary, Superintendent Banda, will assist President Kennedy. President Kennedy then opened nominations. Vice President Pritchett nominated Jay Hansen as Second Vice President. Diana Rodriguez stated that she appreciates serving with President Kennedy on the Board and wanted to share with the Board that it is not necessary to fill the position of the Second Vice President's seat. She feels there are some advantages to not filling the seat. The biggest concern she has heard is that it is difficult for the Board to be informed as a whole as to why certain things are put on the agenda and why things are omitted. Therefore if there are only two committee members that are creating the agenda then it allows for them to talk to other Board members without violating the Brown Act. She also stated to please not be offended if she does not vote in anyone's favor, it is just that she*

*prefer to see the seat be left open. It would be an opportunity to try leaving the seat open for the rest of the year until the Board goes forward with a new Executive Committee at the end of the year. However she will follow the Board's desire in any case.*

*Vice President Woo moved to close the nominations. President Kennedy closed nominations and stated that a roll call vote is not required. Member Hansen was appointed Second Vice President by a 5 to 2 vote with President Kennedy and Member Rodriguez abstaining.*

## 10.2 Facilities Update, Summer 2014 (Cathy Allen and Jim Dobson)

**Information**

*Cathy Allen gave an introduction to the presentation and introduced Jim Dobson and Barry Eypak. Jim Dobson went over a sample of several bond projects being completed this summer: gym renovation at C. K. McClatchy High School, fire alarm testing and upgrades District wide, classroom additions at Earl Warren Elementary, Elder Creek Elementary, Elder Creek Childrens' Center, and Matsuyama Elementary, gym renovation at Hiram Johnson High School, and synthetic track and field projects at John F. Kennedy and Rosemont High Schools. Mr. Dobson then shared a slideshow of summer project highlights.*

*Mr. Dobson then introduced Barry Eypak, who gave an update on summer maintenance projects. Mr. Eypak went over a set of slides highlighting the following jobs: roofing projects at Pacific Elementary, Matsuyama Elementary, Leataata Floyd Elementary, Bowling Green Elementary, Caleb Greenwood Elementary, and H. W. Harkness Elementary, roofing and security camera upgrade at Fern Bacon Middle School, roofing and tile for two classrooms at Hollywood Park Elementary, paving of the play area and resealing of parking lot at John Still K-8, additional security cameras at Luther Burbank High School, repaving the playground at Nicholas Elementary, playground paving and roofing at Phoebe Hearst Elementary, and playground and parking lot repaving at Sequoia Elementary.*

*Ms. Allen then spoke on the Project Green projects. These are student submitted projects, evaluated by a panel, and then implemented. Popular projects are skylights, restroom renovations, and outdoor learning areas. A new project this year was a water catchment system to house water for a garden at a campus. Ms. Allen then went over example slides. She also stated that all project concentrations are health and safety. She went over other projects and projects planned and in progress. She also thanked the Facilities staff, especially for all the hard work that is done in the summer.*

### Public Comment:

- *Terrence Gladney observed that portables were installed at Earl Warren Elementary and noted that must have been done before the approval of New Joseph Bonnheim. He had concern that the initial purpose of the portable was in regard to capacity. If there is now excess space he would like to see it used as community service or parent resource center in a permanent capacity. He also has concerns regarding safety directives and notices on the paving at John Cabrillo Elementary.*

### Board Member Comments:

- *Member Hansen thanked Ms. Allen for the presentation and strong oversight of Bond funds that make such projects possible. He then followed up on Mr. Gladney's comment by asking if John Cabrillo is scheduled for work. Ms. Allen answered that it is on the schedule; she is not sure if it is scheduled for next year or not, but she will find out. Member Hansen asked that the information be e-mailed to him or shared directly with Mr. Gladney. He also feels that it is important to work on getting the Facilities Committee and the Board members active over the coming months to make sure projects are staying on track and prioritized. He also mentioned working with labor partners to make sure contractor language is being adhered to. He is comfortable with the work that is being done at the projects that he has seen.*
- *Member Cuneo asked if the Bond and Project Green expenditures are accessible to the public. Ms. Allen answered that they are in several areas. The Bond Oversight Committee website will have some of that information. We are currently in the process of setting up E-Builder. That is the program that will be utilized to communicate all information. The summary expenditure reports are available through either Mr. Forrest's business office portal or on the Facilities website page. Mr. Cuneo asked what is shown. Ms. Allen replied that what the Bond Oversight would show is more global, for example, recaps of Measure I, Q, and R; project totals are shown, but not separated by hard costs, soft costs, or legal. Member Cuneo said about four months ago he requested expenditures on Measure Q and R monies and Project Green. He appreciated that information and would like to have an update for himself and the other Board members. He also thanked Ms. Allen for her and her staff's work regarding the Theodore Judah Elementary expansion.*
- *Vice President Woo asked Ms. Allen where New Tech High School paving is in the queue. She answered that the job is completed.*

### 10.3 Parent Engagement Leadership Pathway (Tu Moua-Carroz)

### Information

*Ms. Moua-Carroz introduced her staff, Sean Alexander, Supervisor of Parent Resource Center, and Parent Facilitators Cathy Morrison, Nora Castro, Oswaldo Hernandez, and Johnny Vue (who was not in attendance). She also recognized Malinda Chambers, administrative support, and Luda Hedger, MOC Supervisor. She also honored parent partners, the PTA, school principals, teachers, and school building educators who support parent engagement. She then gave an introduction to the presentation. Ms. Alexander then gave information on parent engagement history and background. Her focus was workshop training series, Parent Leadership Pathway, which is currently being developed. She also gave information on recent parent involvement and general plans for the upcoming school year. Ms. Moua-Carroz then presented specifically on Parent Leadership Pathway program. A video was then shown. Ms. Moua-Carroz then thanked and introduced two parents that were highlighted in the video, Maria de Jesus Moreno and Bianca Bridgeway. She also thanked retired District employee Gary Bell for helping to create the video. The team then came forward to discuss what the Parent Leadership Pathway may look like. In conclusion Tu asked that all past participating parents and Board members present to stand and be recognized.*

#### Public Comments:

- *Alexis Hippard, a former participant in Parents' Partnership, said that the program empowered her to ensure that her daughter is getting the best education and also to ensure her daughter that she supports her throughout the way. She would like to see the program succeed in more schools and be in more areas.*

- *Christal Robinson said that she enjoys working with the Parent Resource Center and hopes that it continues to make a good impact on future students.*
- *Otis Cross, a parent from Martin Luther King, Jr., said that he was introduced to the parent partnering program last year. It was a great learning experience; it taught him a lot of ways to empower himself as an active parent in his child's life as well as a member of his child's school. His experience was that a support system developed that grew each week. He is looking forward to the program that was covered in the presentation.*
- *Terrence Gladney, a leadership academy alumni, was involved in the past as a participant and in recruitment. His concern is that regionalizing the program will take away from it. He would like to continue the discussion with Ms. Alexander and Ms. Moua-Carroz to make sure that what happens is best for all parents.*
- *Alex Visaya hopes that support will continue for the Parent Engagement Center.*
- *Alma Alcala, using a translator, stated that she is a parent in the District and that, thanks to the program, her children have been more responsible at home and in the classroom. Also, when she completes the program, it will be a good example for her children, and she has shared information about the program with other parents.*
- *Velvet Legglew, using a translator, stated that she is a parent in the District. She is thankful for the help she received from the program. She learned more about education and developed a better relationship with her children.*

*Board Member Comments:*

- *Vice President Pritchett thanked all the parents for their hard work and dedication during Parents as Partners. She mentioned that she also is an alumni of the academy, and she learned a great deal. She also agrees with Mr. Gladney that different areas need different ways of teaching. This is something to keep in mind going forward with the different pathways. Some areas may need the program scheduled at times different from the others, for example. Ms. Tu Moua-Carroz interjected that she will be reaching out to Mr. Gladney.*
- *Vice President Woo congratulated all the parents that have graduated from the program. He believes that when the parents are engaged, they help their children become engaged. He is impressed with the next steps, but has a concern that the other English language communities, the South Asian communities for example, are new to being exposed to education in the United States and making changes could be difficult for them. Also, because Common Core is trying to engage critical thinking rather than rote memory, those parents may need a little bit more attention and assistance in understanding what the program is. So he encourages outreach into those communities. Ms. Moua-Carroz commented that her intention is to make sure staff members that are hired can speak the languages that we serve, and therefore the Southeast Asian communities will definitely be targeted.*
- *Superintendent Banda congratulated the parents and thanked the staff. He is pleased with the commitment shown and looks forward to being part of this initiative moving forward.*
- *Member Arroyo said that he attended a parent workshop meeting at Will C. Wood Middle School a few months ago. Presentations were being given on different topics. The topics included drugs and sex for example, and how do students go about discussing these issues with their parents. He also stated that the scope of work as far as goals, challenges, and outcomes is great, however he would eventually like to see governance and decision making embedded in the program at some point with parents in mind as the lead decision makers for schools. He feels this is important because it is a concept fundamental to the creation of the Nation. Also school boards were*

*created with the idea that it was parents that have to give guidance to the professionals hired so that they provide the services that are needed for children.*

- *Member Rodriguez gave her personal history with parent engagement. She was asked to speak with Manuel Guillot, before becoming a Board member, about parent engagement and what it meant for the Sacramento City Unified School District. It was there that she became informed on parent universities, section 1118 of Title II, and other matters. Manuel Guillot was the founder of many parent engagement programs, and she would like to give him credit for his vision and insight regarding programs we are celebrating today. She also appreciates the parents in attendance and agrees that there should be more training for governance. She would also like to know how lessons learned at the parent engagement workshops could be translated into building more and stronger PTA's and more PTO's at school sites. She also asked if there were any principals in the audience and feels that a principal component should exist as well, representing in a leadership capacity. She also feels we should perfect what we are doing here at our District before we take on regionalization.*
- *President Kennedy made note of how important the work is, how well it's being done, and that he appreciates it.*

#### 10.4 Approve Declaration of Need to California Commission on Teacher Credentialing (Cancy McArn)

*Cancy McArn explained that this declaration is an annual process that happens as we strive to ensure that the schools are fully staffed and that we meet the qualifications we have for flexibility to do what we need. This will allow us to apply for emergency credentials and waivers to fill hard to staff positions.*

##### Public Comments:

*None.*

##### Board Member Comments:

- *Member Cuneo asked how many were requested last year. Ms McArn replied that the number requested last year was similar. We did not have a large number of layoffs as in previous years. We are at the point where we are trying to do more posting and outreach. As noted in some of the Board back-up documents, this piece asks us how we are reaching out to our intern programs. Therefore we anticipate, since we have a higher need to post positions, that we may need more flexibility. Member Cuneo asked that we make it a priority to keep the number down. He would like to see the need filled in a more sustainable, long-term way. However, he sees and appreciates the problem. Ms. McArn went on to say that there is a new process to help teachers that are dedicated and in the classroom remain in the classroom through coursework or other options, but we first try to cast a large net so that we can get qualified candidates.*
- *Member Hansen asked if the teachers are then permanent educators coming in to the system? Ms McArn replied yes, some of them are employees who will be offered contracts or who have contracts, and sometimes for the extensions and waivers there are a limited number of years, but it may take them two or three years to get the appropriate certification so we need to do this on a multiple years basis. Member Hansen asked if we do internships or training within our District ourselves? Ms McArn answered that we rely on*

*others to do that at this point. We did have our own program approximately eight years ago, however we now partner with others that offer those services.*

*President Kennedy asked for a motion to approve staff recommendation. A motion was made by Vice President Woo and seconded by Second Vice President Pritchett. The motion passed unanimously.*

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

- ✓ *August 21, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*
- ✓ *September 4, 2014 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47<sup>th</sup> Avenue, Community Room; Regular Workshop Meeting*

#### **12.0 ADJOURNMENT**

*President Kennedy made a motion to adjourn the meeting in the name of the mother of Vice President Pritchett, Judith Castro, who recently passed. There was a moment of silence. The motion was seconded by Vice President Woo. The motion was passed unanimously. The meeting adjourned at 8:25 p.m.*

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*José L. Banda, Superintendent and Board Secretary*

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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1k

**Meeting Date:** September 4, 2014

**Subject:** Approve August 18, 2014 Special 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 Special Board of Education Meeting for August 18, 2014.

**Background/Rationale:** None

**Financial Considerations:** None

**Documents Attached:**

1. August 18, 2014 Special 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 SPECIAL MEETING

## **Board of Education Members**

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

**Monday, August 18, 2014**

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

**5:00 p.m. Open Session**

**Serna Center**

Community Rooms

5735 47<sup>th</sup> Avenue

Sacramento, CA 95824

## **MINUTES** 2014/15-03

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

*The meeting was called to order at 4:30 p.m. by President Woo and roll was taken.*

#### *Members Present:*

*Darrel Woo, President  
Christina Pritchett, Vice President  
Jay Hansen, Second Vice-President  
Jeff Cuneo*

#### *Members Absent:*

*Diana Rodriguez (Arrived at 5:15 p.m.)  
Gustavo Arroyo  
Student Member Asami Saito*

*A quorum was reached.*

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

#### **Public Comment:**

- *Ian Arnold urged the Board to vote yes on both agenda items.*
- *Alex Visaya, Jr., also encouraged the Board to vote yes on both agenda items.*

*The Board retired to Closed Session.*

### **3.0 CLOSED SESSION**

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

5:00 p.m.

### **4.0 CALL BACK TO ORDER**

*The meeting was called back to order at 5:10 p.m. by President Woo.*

#### *Members Present:*

*Darrel Woo, President  
Christina Pritchett, Vice-President  
Jay Hansen, Second Vice-President  
Jeff Cuneo*

#### *Members Absent:*

*Diana Rodriguez (Arrived at 5:15 p.m.)  
Gustavo Arroyo  
Student Member Asami Saito*

*President Woo asked if there were any announcements to report from closed session. There were no announcements.*

### **5.0 AB 1200 Disclosures of Costs of the Tentative Agreements with the Classified Supervisors Association (CSA), United Professional Educators (UPE), Teamsters Union, Local 150 (Teamsters), and the Service Employees International Union, Local 1021 (SEIU) and Approval of the Tentative Agreements Described Above (Cancy McArn)**

**Action**

*Cancy McArn stated that the agreement to withdraw from CalPERS as a provider of health benefits would be effective January 1, 2015. The planned District move would include Kaiser, Western Health Advantage, and Sutter. The cost savings will be in the millions. Tentative union agreements indicate that the savings will be applied in thirds, a third to OPEB, a third to hire additional staff due to recent reductions, and a third to total compensation costs based on each bargaining unit's fair share. The contract year as well as the proposed savings was also provided to the Board.*

#### Public Comment

- *Alex Visaya, Jr., a community advocate for parents and students, again asked that the Board approve the resolution.*
- *Ian Arnold stressed that staff is behind the resolution due to the significant cost savings to the District. He said members had a lot of questions and that they also spoke to a lot of retirees. Questions were answered by a consulting group, that was brought in by the District, to make sure present and future retirees would be taken care of and not disadvantaged. He noted that the short turn around was problematic; however the fact that trust was built in the last six to eight months meant that this could happen. So he again urged the Board to move forward on Item 5.0 and 6.0.*
- *Marianne Clemmens, a retired benefit Director for Sacramento City Unified School District, spoke regarding a concern that she has, specifically that the District has as many retirees that will be*

*impacted by the change as active employees. Some retirees are in the PPO plans, some live out of state, and it is her hope that there is good communication for options for the people that have a pretty wide range of networks now as this will be a significant change.*

Board Member Comments

- *Second Vice President Hansen asked when the cost savings for 2014-2015 would be accrued toward the three parties. District CBO Ken Forrest responded that the chart is split into two levels, and 2014-15 starts in January. This is why the amount is about half of the full year savings in 2015-16. Therefore that much in savings will be realized by the end of the year.*

*Vice President Pritchett made the motion to Approve AB 1200 Disclosures of Costs of the Tentative Agreements with the Classified Supervisors Association (CSA), United Professional Educators (UPE), Teamsters Union, Local 150 (Teamsters), and the Service Employees International Union, Local 1021 (SEIU) and Approval of the Tentative Agreements Described Above. The motion was seconded by Member Cuneo. Item 5.0 was approved unanimously by the Board with Member Arroyo absent.*

- 6.0** *Approve Resolution Nos. 2806A, 2806B, 2806C, and 2806D Electing to Cease to be Subject to the Public Employees' Medical and Hospital Care Act (Cancy McArn)* **Action**

*Cancy McArn, regarding both Items 5.0 and 6.0, thanked the bargaining partners for their support and noted that without the collaboration, good relationship, and communication with the partners listed we would not be where we are. She went on to say that in order to take advantage of cost savings from purchasing benefits through other providers we are responsible for notifying CalPERS immediately. Therefore we now bring before the Board Item 6.0 which is effectively withdrawal from CalPERS which requires Board approval in order to implement the change.*

Public Comment

*None.*

Board Member Comments

*None.*

*Second Vice President Hansen made a motion to Approve Resolution Nos. 2806A, 2806B, 2806C, and 2806D Electing to Cease to be Subject to the Public Employees' Medical and Hospital Care Act, and the motion was seconded by Vice President Pritchett. The resolution was approved unanimously with Member Arroyo absent.*

**7.0 ADJOURNMENT**

*President Woo asked for a motion to adjourn the meeting. A motion was made by Vice President Pritchett and seconded by Member Cuneo. The motion to adjourn the meeting was voted on and passed unanimously with Member Arroyo absent. The meeting was adjourned at 5:21 p.m.*

*NOTICE RE PUBLIC COMMENT: The public shall have the opportunity to comment on the items described in the special meeting agenda above. If any member of the public desires to comment, you may be requested to fill out a yellow card. Speakers may be called in the order that requests are received, or grouped by special 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.*

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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

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

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

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

**Department:**

Youth Development Support Services Department.

**Recommendation:**

Approve new Foster Youth Services Board Policy

**Background/Rationale:**

The purpose of this brief presentation is to provide a summary of Foster Youth Board Policy and highlight revisions made since last Board meeting. As presented to the Board on August 21, 2014, the new Foster Youth Board policy will allow SCUSD to formally align to state and federal legislation regarding foster youth.

**Financial Considerations:**

None

**Documents Attached:**

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

**Estimated Time of Presentation:** 4 minutes

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

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

# Board of Education Executive Summary

## Department Name: Youth Development Support Services



Agenda Title: New Foster Youth Board Policy  
Date of Board Meeting: September 4, 2014

### I. OVERVIEW / HISTORY

The proposed new Foster Youth Board Policy will ensure the district's alignment with current legislative requirements, and continue the work of Foster Youth Services (FYS) as presented to the Board on August 21, 2014.

### III. BUDGET

N/A

### IV. GOALS, OBJECTIVES, AND MEASURES

N/A

### V. MAJOR INITIATIVES

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

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

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

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

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

## Board of Education Executive Summary

### Department Name: Youth Development Support Services



Agenda Title: New Foster Youth Board Policy

Date of Board Meeting: September 4, 2014

#### VI. RESULTS

N/A

#### VII. LESSONS LEARNED / NEXT STEPS

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

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

# Sacramento City USD

## Board Policy Foster Youth

### BP

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

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

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

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

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

### Definitions

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

(Education Code 42238.01, 48853.5)

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

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

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

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

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

### **School climate**

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

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

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

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

*(cf. 6020 – Parent Involvement)*

### **District Liaison**

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

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

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

### **Enrollment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Graduation Requirements**

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

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

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

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

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

### **Outstanding fees**

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

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

### **Eligibility for Extracurricular Activities**

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

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

*(cf. 6145.2 - Athletic Competition)*

### **Collaboration & Information Sharing**

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

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

*(cf. 1020 - Youth Services)*

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

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

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

*(cf. 0500 - Accountability)*

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

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

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

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

### **Foster Youth Council**

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

Legal Reference:

#### EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

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

# Sacramento City USD

## Board Policy Foster Youth

### BP

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

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

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

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

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

### Definitions

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

(Education Code 42238.01, 48853.5)

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

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

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

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

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

### **School climate**

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

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

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

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

(cf. 6020 – Parent Involvement)

### **District Liaison**

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

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

Coordinator, Foster Youth Services  
5735 47<sup>th</sup> Avenue, Box # 763  
Sacramento, CA 95824  
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### **Enrollment**

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

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

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

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

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

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

- a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;  
(*cf. 5125.2 - Withholding Grades, Diploma or Transcripts*)
- b. Does not have clothing normally required by the school, such as school uniforms  
(*cf. 5132 - Dress and Grooming*)
- c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation  
(*cf. 5141.26 - Tuberculosis Testing*)  
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If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

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

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

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

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

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

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

## Outstanding fees

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

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

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

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

*(cf. 1020 - Youth Services)*

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

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

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

*(cf. 0500 - Accountability)*

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

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

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

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

### **Foster Youth Council**

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

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HEALTH AND SAFETY CODE

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1529.2 Training of licensed foster parents  
120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

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309 Investigation and release of child  
317 Appointment of legal counsel  
361 Limitations on parental or guardian control  
366.27 Educational decision by relative providing living arrangements  
602 Minors violating law; ward of court  
726 Limitations on parental or guardian control  
727 Order of care, ward of court  
16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

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



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

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

**Subject:** Summer Matters @ SCUSD

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

**Department:**

Youth Development Support Services Department.

**Recommendation:**

Highlight Summer Matters @ SCUSD 2014.

**Background/Rationale:**

A growing body of research clearly shows that a lack of summer learning and enrichment opportunities leads to “summer learning loss” – a loss in students’ academic skills and knowledge during the summer months. Summer Matters @ SCUSD has become a critical component of SCUSD’s efforts to provide students with the academic and social emotional supports they need to become college and career ready.

SCUSD enrolled approximately 4100 students in Summer Matters @ SCUSD programs in summer 2014. Program offerings included: SummerQuest, Summer of Service, Summer at City Hall, Summer Ambassador Program, Summer Youth Leadership Program (SYLP) camp, Geek Squad, Freedom Schools, and the annual Foster Youth Services, Health, Education, and Career Conference.

**Financial Considerations:**

None

**Documents Attached:**

Executive Summary

**Estimated Time of Presentation:** 30 mins

**Submitted by:** Lisa Allen, Interim Chief of Schools; Stacey Bell, Youth Development Director & Brit Irby, Youth Development Coordinator

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

# Board of Education Executive Summary



Department Name: Youth Development Support Services

Date of Board Meeting: September 4, 2014

## I. OVERVIEW / HISTORY

Summertime learning is vitally important. A growing body of research shows that a lack of summer learning and enrichment opportunities leads to “*summer learning loss*” – a loss in students’ academic skills and knowledge during the summer months. Research shows that:

- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- Unequal access to summer learning and enrichment opportunities is a significant factor in the achievement gap between low-income students and their higher-income peers.<sup>i</sup>
- About two-thirds of the ninth-grade achievement gap between lower and higher income youth can be associated to unequal access to summer learning opportunities during the elementary school years. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al. 2007).<sup>ii</sup>
- Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity— gain weight more rapidly when they are out of school during summer break (von Hippel et al. 2007).<sup>iii</sup>

Summer Matters @ SCUSD has become a critical component of SCUSD’s efforts to provide students with the academic and social emotional supports they need to become college and career ready. This effort began in 2010, when SCUSD was awarded \$250,000 from Learn and Serve America to start the Summer of Service Program focused on rising 9<sup>th</sup> graders. Due to the incredible success of the program, funders such as The California Endowment and David and Lucile Packard have since invested over \$750,000 into SCUSD Summer Learning programs over the past 4 years. In addition SCUSD has become a pivotal contributor toward the statewide “Summer Matters” campaign to ensure all students in the state have access to innovative, interactive, high quality summer learning programs.

The success of the initial Summer of Service program led to expansion into programing designed to serve students K-12. Through Summer Matters programing, SCSUD has collaborated with a host of community partners to provide structured, meaningful, and relevant learning opportunities for our highest need students for the past five

# Board of Education Executive Summary



**Department Name: Youth Development Support Services**

**Date of Board Meeting: September 4, 2014**

consecutive summers. As part of the statewide campaign, SCUSD efforts have been highlighted in several studies and evaluation reports.<sup>iv</sup>

## **II. DRIVING GOVERNANCE**

Summer Learning is aligned with preparing students with “Pillar I” Career and College readiness. During summer, we have the opportunity to engage students in a structured but less restrictive environment. With a focus on disguised learning, students at every grade span participate in high quality, innovative and creative enrichment activities that strengthen their core academic skills, increase social emotional competencies and encourage physical activity.

We continue to focus on the end goals of creating students that are college and career ready as well as preparing students to be agents of change within their own lives and their communities. Our secondary summer learning programs utilize a service learning model, with a goal of increasing student’s school connectedness, civic engagement and community responsibility. Students are challenged to become problem solvers and utilizing 21<sup>st</sup> century skills to discover solutions. The summer learning framework is deeply connected to Social Justice Youth Development while employing Science, Technology, Engineering & Mathematics (STEM), youth voice and action, and social emotional skill building.

Summer Matters @SCUSD continues to be intentional about closing the achievement gap and decreasing student drop-out rates. The programs target students that may have limited access to enriching learning experiences within their communities, as well as students that may need extra assistance, engagement and support. Youth Development continues to work closely with school staff, counselors, teachers, and principals to identify students that may have been marginalized in other settings.

## **III. BUDGET**

Summer Matters @ SCUSD programing is supported through diverse funding. Funding sources include: foundations (including pivotal funding from David and Lucille Packard Foundation and support through the Partnership for Children and Youth), ASES Supplemental grants and 21<sup>st</sup> Century Supplemental funding. Funding is also leveraged with a myriad of committed community partners. Funding from USDA Summer Breakfast and Lunch program ensured children received adequate nutrition throughout summer programs

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

# Board of Education Executive Summary



**Department Name: Youth Development Support Services**

**Date of Board Meeting: September 4, 2014**

Summer Matters @ SCSUD programing is designed to meet specific needs for SCUSD students during months that are traditionally a gap of time in school based learning. The overall goals of Summer Matters programing are:

1. Decrease “summer learning loss” for students most at risk by providing engaging learning opportunities in communities with limited learning opportunities for youth
2. Decrease student drop-out by strategically providing support, student engagement opportunities and by increasing school connectivity during the transition summer before middle and high school
3. Preventing childhood obesity through daily opportunities for rigorous physical fitness and by providing access to nutritious breakfast and lunch at school sites

In alignment to other district initiatives, Summer Matters @SCUSD programs also integrate Social Emotional Learning (SEL) skill building, Common Core State Standard practices, and a positive discipline approach.

Program goals and objective are measured through various methods, including student, staff and parent surveys, student and parent video blogs, and mid-year focus groups with transitioning students. We also assess additional qualitative and quantitative data through a partnership with UC Davis and collaboration on statewide case studies conducted by UC Irvine.

Program specific student learning objectives are outlined in section V.

## **V. MAJOR INITIATIVES**

Summer Matters @ SCUSD includes the following programs:

### **Summer Quest**

The 7 week Summer Quest program served **2573** rising 1<sup>st</sup> through 6<sup>th</sup> grade students this summer, giving them the opportunity to participate in meaningful and engaging summer learning programs to strengthen their literacy, math, social science, healthy eating and physical activity skills. The Summer Quest Program incorporates high quality instruction, collaboration, youth voice, and youth culture. Embedded within the program are opportunities to promote students interest and access to Science, Technology, Engineering and Math (STEM) activities and supports. Sites were selected across SCUSD, with each site serving as a community site for SCUSD students and families within the neighborhood.. This year’s Summer Quest theme was Time Travel. Students studied a decade in history, exploring historic events, cultural norms, technological advances and more. Students then worked on a collaborative and grade-level appropriate project to create a future decade, complete with an imagined history, clothing, cultural norms, technological advances, music and much more.

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## SummerQuest desired student outcomes:

- Students will maintain or advance grade level reading skills
- Each program school site will collectively read at least 100,000 pages
- Students will acquire the skills to work collaboratively with their peers and to resolve issues in constructive ways
- Students will be engaged in active learning opportunities through the implementation of an integrated academic curriculum that is aligned with STEM and Common Core Standards
- Students will be engaged in health awareness and physical fitness activities to promote their health and wellbeing

## **Summer of Service (SOS) Middle Schools Program**

The 7 week Summer of Service program served 947 rising 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students attending Albert Einstein, California, Rosa Parks, Fern Bacon, John Still, Sam Brannan, Sutter, School of Engineering & Sciences and Will C. Wood Middle Schools, giving them the opportunity to participate in meaningful service-learning activities that focus on literacy, math development, social justice, healthy eating and lifestyles, and physical activity activities and needs in their community. The program focuses on supporting students school by orienting them to the new environment and increasing their feelings of school connectedness. SCUSD credentialed teachers and SOS staff work collaboratively to prepare highly engaging academic lessons based on Common Core State Standards that align to the service learning projects chosen by students.

## **Summer of Service (SOS) High School Program**

Our 7-week Summer of Service high school program served 543 incoming 9th grade SCUSD students, giving the opportunity to participate in meaningful service-learning activities that address societal and social justice needs in their community. Programs were offered to serve students from John F. Kennedy, Luther Burbank, School of Engineering & Sciences, Hiram Johnson, CK McClatchy, Rosemont and Health Professions High Schools. Again, program intentionally focuses on supporting at-risk students during this critical transitional summer by orienting them to the new environment and increasing their feelings of school connectedness. To demonstrate the program's commitment to innovation, technology and youth leadership, students use social media tools to track their reflections and assist with program evaluations. Similarly to SOS Middle School Program, SCUSD credentialed teachers and SOS staff work collaboratively to prepare highly engaging academic lessons based on Common Core State Standards that align to the service learning projects chosen by students. Students that completed the program received five high school credits.

## Summer of Service (Middle & High School) desired student outcomes:

- All students will complete 120-150 service hours.



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- Students will establish a positive orientation to campus; develop school connectedness and increased confidence in their transition.
- Research based, service learning curriculum, integrated by credentialed teachers
- Students will establish positive relationships with caring adults on their school campus
- Students will have an understanding of their civic responsibility and see themselves as an agent of change in their own lives, on their school campus and in their community
- Students will develop leadership skills in youth-led service learning projects.

### **SOS Ambassador Program**

The SOS Ambassador Program allows for continued engagement of former SOS students by allowing them to be mentors and leaders in both SOS and SummerQuest programs. The program provides authentic leadership opportunities for older high school students, as well as gives them work experience as they begin to build their college and career portfolios. Students received extensive pre-service training and ongoing support in order to grow their leadership skills, build relationships with their peers younger students, develop and facilitate large group activities, support students in the implementation of their projects and work collaboratively as an integral part of the school site summer team. Over 50 students participated in the SOS Ambassador program this summer. Participants that achieved their target participation hours and completed a culminating project presentation received five high school credits and a financial stipend.

### SOS Ambassador Program desired student outcomes:

- Students will receive authentic leadership opportunities and work-based learning skill building
- Students will develop and facilitate large group activities for their peers and younger youth
- Students will enhance their ability to work collaboratively as an integral part of the school site facilitation team

### **Summer at City Hall**

Summer at City Hall provided 58 SCUSD high school students with the opportunity to gain valuable work experience while making a difference in their communities. Selected participants worked as interns, alongside decision makers to impact their city within a variety of City of Sacramento departments or within a community based organization. Student interns attended classes at City Hall, taught by SCUSD credentialed teachers, where they had the opportunity learn from and network, with City Hall Officials and Decision-makers. In addition to the experience of working at City Hall, participants that

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completed the course and internship earned five high school credits, and a financial stipend. This year, 100% of student participants completed the Summer at City Hall program.

### Summer at City Hall desired student outcomes:

- Students will be prepared for five week internship within city government, school district and other community organizations
- Students will learn strategies for professional communication
- Students will learn strategies to handle conflict within the workplace
- Students will receive information and develop understanding of appropriate professional behavior and dress
- Students will complete community service project
- Students will obtain knowledge and develop understanding of local government
- Students will have opportunity for increased civic engagement

### **Summer Youth Leadership Program (SYLP) Camp @ CSUS**

In partnership with WayUp Sacramento, Sacramento City Unified School District held a 2-day/1-night camp at Sacramento State University that served approximately 310 incoming 9th graders and SOS Ambassadors within the Sacramento City Unified School District, preparing them to enter high school with the exposure and planning necessary to create a path to university. Sacramento Youth Leadership Program was created to improve student performance by increasing connections to schools and communities. By providing professional development for staff and skills development for students, the goal of the program is to ultimately improve student engagement, student voice and leadership, and the overall school climate. This year, SCUSD transitioned the SYLP summer camp content and development from WayUp to SCUSD's Youth Development Support Services.

### Summer Youth Leadership Program (SYLP) Camp @ CSUS desired student outcomes:

- Students will assess their own interests and skills in order to develop potential career paths
- Students will create life goals based on their passion and vision
- Students will develop an understanding of the process and importance of goal setting
- Students will establish specific plan (road map) from 9<sup>th</sup> grade to university
- Students will be exposed, and have an opportunity to explore the university setting

### **Geek Squad Summer Academy**

Geek Squad is a community event sponsored by Best Buy. At Geek Squad Summer Academy, students are taught over two days about the latest technology in a fun, interactive environment. Team building activities in classes such as PC Build,

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Programming, Digital Photography, and Digital Music build friendships and self-confidence. This year, the academy was held at Bowling Green Charter Schools (McCoy & Chacon) July 9<sup>th</sup> and 10<sup>th</sup>. 214 4<sup>th</sup> – 6<sup>th</sup> grade students participated including students from the Bowling Green schools and Phoenix Park communities.

### **Go B’Nanas**

Go B’Nanas is a roaming, highly engaging health and wellness and prevention clinic that focuses principally on asset based building blocks, drawing upon positive values and positive identity to challenge students and call them to think critically about how they will make courageous strides toward accomplishing their goals. Social Emotional Learning (SEL) Core Competencies are explicitly delivered in small groups with focus areas surrounding Alcohol, tobacco and other drug prevention, obesity prevention, leadership development and physical activity. The Go B’Nanas team (made up of both youth and adults) rotated to all the SOS programs at both middle and high school, ensuring every secondary student participated in a high energy, one-day workshop. The program incorporates music and movement to increase youth engagement, build leadership skills and empower students to achieve.

### **Freedom Schools**

This year, SCUSD was fortunate to partner with the Roberts Family Development Center (RFDC) and UC Davis to pilot SCUSD’s first Freedom School summer program model. The Children’s Defense Fund Freedom School Program© provides enrichment designed to help children develop lifelong love of reading, increase their self-esteem, and generate a positive attitude toward learning. The program focuses on literacy, parent involvement, conflict resolution, and social action. The program employs a culturally relevant integrated reading curriculum. Over the 7 weeks of program, the RFDC Freedom School served 70 SCUSD students, grades K-6, who attend Leataata Floyd. Students received a weekly book to take home, experienced exciting field trips each Friday, and remained enthusiastic learners throughout the summer.

### **Health, Education, and Career (HEC) Conference**

The 8th Annual HEC Conference was held the Center for Employment Training. The event, primarily targets foster youth, pregnant teens and foster parents and enables them to access a variety of resources and receive concrete information regarding college and career readiness.

## **VI. RESULTS**

As Summer Matters @ SCUSD programs ended less than a month ago, data and results for 2014 are still being collated. Early findings are as follows:

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- SCUSD enrolled approximately 4100 students during Summer 2014
- As in previous summers, Summer Matters programs served student populations that mirror the ethnic breakdown of our school district , with nearly an even split between male and female students. In short, the students we engage in Summer learning opportunities truly reflect the overall student SCUSD population
- Summer Matters students reported positive gains in attitudes and skills related to school and community connectedness, civic involvement and positive decision making
- In alignment with the California Department of Education After School Division’s shift from a compliance only approach, “Summer Matters @SCUSD” incorporates a comprehensive quality assurance strategy to ensure high quality programming. This strategy utilizes the Comprehensive Assessment of Summer Programs (CASP) to inform hiring of quality staff, intentional professional development of staff, frequent site observations with written feedback and on site coaching
- Primary program strengths, as identified through the Comprehensive Assessment of Summer Program (CASP) quality assurance and assessment tool are: (1) youth are highly engaged in the program and develop an increased connectedness to school; and (2) participating students increased their community awareness and understanding of civic responsibility. These strengths can be attributed to experiential learning, as the participating students were exposed to diverse perspectives, and they examined the broader social and civic context for the identified community need
- Combining high expectations with highly engaging activities, Youth Development Support Services follows a positive discipline approach and commits to not kicking students out of programs. Professional development is provided in the area of restorative justice, classroom management and collaborative learning so students are benefiting from the complete summer experience

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

- Internal partnerships continue to increase with Nutrition Services, Maintenance and Operations, Academic Office, Safe Schools Office, Multi-Lingual Services, and a host of integral departments working together to ensure our students are safe, engaged and learning during the summer months
- External partnerships are critical to the Summer Matters @ SCUSD model. Existing funds do not provide the resources needed to deliver at the desired high quality while continuing in increase in student number. SCUSD Expanded learning partner agencies contribute extensive additional resources and staff time toward this project. Without those contributions, Summer Matters @SCUSD would not be the successful and evolving programing it is
- Whole Child – Whole Year model: the Youth Development department incorporates summer learning strategies into the out-of-school time space throughout the year. With

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a deepened focus on Social Emotional Learning, Social Justice Youth Development and Common Core, after school programs are spaces where students can receive academic interventions, have opportunities to enhance leadership skills, develop youth voice and continue service learning projects.

Next steps:

- Youth Development is hosting a debrief meeting with program partners in September, 2014
- Deepened work in aligning both summer and after school with Common Core State Standards
- Continue to seek grant funding opportunities to support Summer Matters work
- Continue to provide professional development opportunities for Expanded Learning and other district staff
- Explore opportunities for general fund and/or site based contributions
- Explore expansion of Freedom School model into additional SCUSD Summer Matters sites and afterschool programming.

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<sup>i</sup> Public Profit (2013). Summer Matters: How summer learning strengthens student success; retrieved from [www.summermatters2you.net](http://www.summermatters2you.net)

<sup>ii</sup> ibid

<sup>iii</sup> National Summer Learning Association; retrieved from [www.summerlearning.org](http://www.summerlearning.org)

<sup>iv</sup> Retrieved from [http://partnerforchildren.org/storage/documents/2012-13-summer\\_matters\\_casestudy\\_stc.pdf](http://partnerforchildren.org/storage/documents/2012-13-summer_matters_casestudy_stc.pdf)

<sup>v</sup> Retrieved from <http://summermatters2you.net/putting-summer-to-work/>